Regular Meeting

Monday, December 12, 2022 5:30 PM
L.F. Raynes Education, 400 West Lewis St., Crandall, TX 75114

1. Call to Order and Declaration of Quorum	
2. Closed Session	
2.A. Personnel (Texas Government Code § 551.074)	
2.A. Discuss hiring, resignations, terminations, and reassignments.	
3. Open Session	
4. Invocation, Presentation of Colors, Pledge of Allegiance and Welcome Visitors	
5. Public Participation	
6. Public Hearing	
6.A. FIRST RATING	**Presenter:** Mike White
6.B. Walker Targeted Improvement Plan	**Presenter:** Michael Starling
7. Consent Items	
7.A. Minutes from Previous Meeting	**Presenter:** Jennifer Johnson
7.B. 23-24 Course Approval	**Presenter:** Dr. Carri Eddy
7.C. Region 10 Education Service Center Multi-Region Purchasing Cooperative	**Presenter:** Mike White
7.D. Policy Update 118	**Presenter:** Dr. Holly Keown
7.E. Resolution Appointing Member to Kaufman Central Appraisal District Board of Directors	**Presenter:** Dr. Wendy Eldredge
7.F. Budget Amendment #4	**Presenter:** Mike White
7.G. State Waivers - Foreign Exchange Student Cap	**Presenter:** Dr. Anjanette Murry
7.H. Staff Development Minutes Waiver	**Presenter:** Dr. Anjanette Murry
7.I. Approval of Walker Targeted Improvement Plan	**Presenter:** Michael Starling
8. Information Items	
8.A. Campus Improvement Plans	**Presenter:** Principals
8.B. CISD Education Foundation Grant Update	**Presenter:** Nicole Tudor
8.C. Construction Update	**Presenter:** Corey Blackburn
8.D. 23-24 Draft Calendars	**Presenter:** Dr. Anjanette Murry
8.E. Policy Update 119	**Presenter:** Dr. Holly Keown
8.F. Annual Investment Report	**Presenter:** Mike White

9. **Action Items**

9.A. Spring 2023 Calendar Updates   **Presenter:** Dr.
                                                     Anjanette Murry

10. **Financial Report**

11. **Adjournment**

_____
Board Secretary

Crandall Independent School District
Board of Trustees

Board Meeting Date:	December 12, 2022
Agenda Item:	FIRST Rating
Agenda Section:	N/A
Administrator Responsible:	Mike White

Summary/Background Information: Each year every district receives a FIRST (financial integrity rating system of Texas) rating. The purpose of the financial rating is to ensure that school districts will be held accountable for financial management practices and improve performance in management of financial resources. The FIRST accountability rating system has changed this year to allow for only four ratings:

> A = Superior Achievement
> B = Above Standard
> C = Meets Standard
> F = Substandard Achievement

Our district earned the rating of "A - Superior" with a score of 96.

The district must announce and hold a public hearing to distribute a financial management report that explains the district's rating and its performance under each of the areas evaluated. That public hearing is scheduled to be held on December 12, 2022 during our regularly scheduled board meeting.

Administrative Recommendation: For your information.

Financial Integrity Rating System of Texas (FIRST)
2021-22 Rating Based on
2020-21 School Year Data

DECEMBER 12, 2022

What is School FIRST and What is its Purpose?

School FIRST is a financial **accountability** rating system that holds school districts accountable for the quality of their financial management practices.

School FIRST is designed to encourage Texas public school to manage their financial resources better in order to provide the **maximum allocation** possible for **direct instructional purposes.**

School FIRST is a tool that creates **transparency** and discloses the **quality** of local management and decision-making processes that the school district uses concerning the financial resources the school district receives.

SCHOOLS FIRST
FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

Reporting Requirements

⦿ School district must prepare and distribute an annual financial management report

⦿ Public hearing to provide an opportunity for comment on the report

Indicators and ratings

⦿Texas Education Agency

Indicators
- Critical
- Solvency
- Financial Competence

◉ 4 Ratings
- A = Superior Achievement
- B = Above Standard
- C = Meets Standard
- F = Substandard Achievement

District Ratings

2020-21 Rating Year Data 2019-20		2021-22 Rating Year Data 2020-21	
# of indicators	20	# of indicators	20
Ratings:	Points:	Ratings:	Points:
A – Superior	90 - 100	A – Superior	90 - 100
B – Above Standard	80 – 89	B – Above Standard	80 – 89
C – Meets Standard	70 – 79	C – Meets Standard	**70** – 79
F - Substandard	<70	F – Substandard	<70

Critical Indicators

#	Indicator Description	2019-20 Data	2020-21 Data
1	Was the **complete annual financial report (AFR) and data submitted to the TEA** within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	**Yes**	**Yes**
2	Was there an **unmodified opinion in the AFR** on the financial statements as a whole?	**Yes**	**Yes**
3	Was the school district in **compliance with the payment terms of all debt** agreements at fiscal year end?	**Yes**	**Yes**
4	Did the school district make **timely payments** to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other **governmental agencies**?	**Yes (Ceiling Passed)**	**Yes (Ceiling Passed)**
5	This indicator not being scored.	**Not Scored**	**Not Scored**

*The district received a warrant hold, which was resolved and cleared within 30 days. As such, the maximum total points for the district in 2020-21 is 95.

**Indicator 5 was not scored this year due to the impact of accounting changes implemented by the Governmental Accounting Standards Board.

SOLVENCY Indicators

#	Indicator Description	2019-20 Data	2020-21 Data
6	Was the average change in **assigned and unassigned fund balances** over 3 years less than a 25 percent decrease, or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures?	**Ceiling Passed**	**Ceiling Passed**
7	Was the number of **days of cash on hand** and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?	**10**	**10**
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to **cover short-term debt**?	**10**	**10**
9	Did the school district's general fund **revenues equal or exceed expenditures** (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?	**10**	**10**
10	Did the district average less than a 10% variance (90% to 110%) when comparing **budgeted revenues to actual revenues** for the last 3 fiscal years?	**10**	**10**
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support **long-term solvency**?	**10**	**10**

SOLVENCY Indicators Cont.

#	Indicator Description	2019-20 Data	2020-21 Data
12	Was the **debt per $100 of assessed property value ratio** sufficient to support future debt repayments?	10	6
13	Was the school district's **administrative cost ratio** equal to or less than the threshold ratio?	10	10
14	Did the school district not have a 15 percent decline in **students to staff ratio** over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)	10	10
15	Was the school district's **ADA** within the allotted range of the district's **biennial pupil projection(s)** submitted to TEA?	10	5

competence Indicators

#	Indicator Description	2019-20 Data	2020-21 Data
16	Did the comparison of Public Education Information Management System (**PEIMS**) data to like information in the school district's **AFR** result in a total **variance** of less than 3 percent of all expenditures by function?	10	Ceiling Passed
17	Did the external independent auditor report that the AFR was free of any instance(s) of **material weaknesses in internal controls** over financial reporting and compliance for local, state, or federal funds?	Ceiling Passed	Ceiling Passed
18	Did the external independent auditor indicate the AFR was free of any instance(s) of material **noncompliance for grants, contracts, and laws** related to local, state, or federal funds?	10	10
19	Did the school district post **the required financial information** on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	New in 2019-20	5
20	Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget?	New in 2019-20	Ceiling Passed

Total Rating

#	Indicator Description	2019-20 Data	2020-21 Data
	TOTAL RATING:	**94** **Superior**	**96** **A=Superior** **Achievement**

REQUIRED DISCLOSURES

- *Superintendent's current **employment contract** (included with report)*

- *Summary schedule of **total reimbursements** received by the superintendent and each board member **(included with report)***

- *Summary schedule of **compensation and/or fees received** by the superintendent in exchange for professional consulting and/or other personal services **(NONE)***

- *Summary schedule of the **dollar amount of gifts** that had an economic value of $250 or more **(NONE)***

- *Summary schedule of the dollar amount by board member for the aggregate amount of **business transactions with the school district** **(INCLUDED)***

school FIRST CHANGES

◉Texas Education Agency

○ 2020-2021 now includes 20 indicators (up from 15)
  ○ 5 critical indicators remain

RATING YEAR	2021-2022	DISTRICT NUMBER	district #	Select An Option	Help
					Home

F I R S T

Financial Integrity Rating System of Texas

2021-2022 RATINGS BASED ON SCHOOL YEAR 2020-2021 DATA - DISTRICT STATUS DETAIL

Name: **CRANDALL ISD**(129901)	**Publication Level 1:** 8/2/2022 2:05:39 PM
Status: **Passed**	**Publication Level 2:** 8/4/2022 12:15:48 PM
Rating: A = Superior Achievement	**Last Updated:** 8/4/2022 12:15:48 PM
District Score: 96	**Passing Score:** 70

#	Indicator Description	Updated	Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	7/12/2022 9:12:27 AM	Yes
2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	5/16/2022 11:52:02 AM	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	5/16/2022 11:52:03 AM	Yes
4	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)	5/16/2022 11:52:03 AM	Yes Ceiling Passed
5	This indicator is not being scored.		
			1 Multiplier Sum
6	Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	5/17/2022 9:50:09 AM	Ceiling Passed

7	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.	5/16/2022 11:52:05 AM	10
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.	5/16/2022 11:52:05 AM	10
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.	5/16/2022 11:52:06 AM	10
10	This indicator is not being scored.		10
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district automatically passes this indicator. See ranges below in the Determination of Points section.	5/16/2022 11:52:07 AM	10
12	Was the debt per $100 of assessed property value ratio sufficient to support future debt repayments? See ranges below in the Determination of Points section.	5/16/2022 11:52:08 AM	6
13	Was the school district's administrative cost ratio equal to or less than the threshold ratio? See ranges below in the Determination of Points section.	6/9/2022 11:02:45 AM	10
14	Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.	5/16/2022 11:52:09 AM	10
15	This indicator is not being scored.		5
16	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	5/16/2022 11:52:11 AM	Ceiling Passed
17	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)	5/16/2022 11:52:11 AM	Ceiling Passed
18	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	5/16/2022 11:52:12 AM	10
19	Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	5/16/2022 11:52:12 AM	5
20	Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget? (If the school district fails indicator 20 the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	5/16/2022 11:52:12 AM	Ceiling Passed
			96 Weighted Sum

		1 Multiplier Sum
		(100 Ceiling)
		96 Score

DETERMINATION OF RATING

A.	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is **F for Substandard Achievement** regardless of points earned.
B.	Determine the rating by the applicable number of points.

A = Superior Achievement	90-100
B = Above Standard Achievement	80-89
C = Meets Standard Achievement	70-79
F = Substandard Achievement	<70

No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.

The school district receives an **F** if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.

CEILING INDICATORS

Did the school district meet the criteria for any of the following **ceiling indicators** 4, 6, 16, 17, or 20? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.

Determination of rating based on meeting ceiling criteria.	Maximum Points	Maximum Rating
Indicator 4 (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
Indicator 6 (Average Change in Fund Balance) - Response to indicator is *No*.	89	B = Above Standard Achievement
Indicator 16 (PEIMS to AFR) - Response to indicator is *No*.	89	B = Above Standard Achievement
Indicator 17 (Material Weaknesses) - Response to indicator is *No*.	79	C = Meets Standard Achievement
Indicator 20 (Property Values and Tax Discussion) - Response to indicator is *No*.	89	B = Above Standard Achievement

Home Page: <u>Financial Accountability</u> | Send comments or suggestions to <u>FinancialAccountability@tea.texas.gov</u>

School FIRST Annual Financial Management Report
CRANDALL INDEPENDENT SCHOOL DISTRICT
FOR FISCAL YEAR 2021

Title 19 Texas Administrative Code Chapter 109, Budgeting, Accounting, and Auditing Subchapter AA,
Commissioner's Rules Concerning Financial Accountability Rating System, Section 109.1001(q). Effective 8/1/2019.
The template has been established to help the districts in gathering their data and presenting it at their School FIRST hearing. The template may not be
all inclusive.

Superintendent's Current Employment Contract

A copy of the superintendent's current employment contract at the time of the School FIRST hearing is to be provided.
In lieu of publication in the annual School FIRST financial management report, the school district may chose to publish
the superintendent's employment contract on the school district's Internet site.
If published on the Internet, the contract is to remain accessible for twelve months.

Reimbursements Received by the Superintendent and Board Members

For the Twelve-Month Period
Ended August 31, 2021

Description of Reimbursements	Superintendent	Mike Wood	Stacie Warren	Sharon Long	Ryan Eskridge	Amy Barber	Rick Harrell	Jennifer Hiser
Meals	$ 339.46			$		$	$	$
Lodging	$ -							
Transportation								
Motor Fuel								
Other	$ 45.47	$ 325.00	$ 325.00	$ 325.00	$ 325.00	$ 325.00	$ 325.00	$ 325.00
Total	$384.93	$325.00	$325.00	$325.00	$325.00	$325.00	$325.00	$0.00

All "reimbursements" expenses, regardless of the manner of payment, including direct pay,
credit card, cash, and purchase order are to be reported. Items to be reported per category include:

Meals – Meals consumed out of town, and in-district meals at area restaurants (outside of board meetings, excludes catered board meeting meals).
Lodging - Hotel charges.
Transportation - Airfare, car rental (can include fuel on rental, taxis, mileage reimbursements, leased cars, parking and tolls).
Motor fuel – Gasoline.
Other: - Registration fees, telephone/cell phone, internet service, fax machine, and other
reimbursements (or on-behalf of) to the superintendent and board member not defined above.

Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services

For the Twelve-Month Period
Ended August 31, 2020

Name(s) of Entity(ies)	Amount Received
	$0.00
Total	$0.00

Compensation does not include business revenues generated from a family business (farming, ranching, etc.) that has no
relation to school district business.

Gifts Received by Executive Officers and Board Members (and First Degree Relatives, if any)
(gifts that had an economic value of $250 or more in the aggregate in the fiscal year)

For the Twelve-Month Period
Ended August 31, 2020

	Superintendent	Mike Wood	Stacie Warren	Sharon Long	Ryan Eskridge	Amy Barber	Rick Harrell	Jennifer Hiser
Total	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Note – An executive officer is defined as the superintendent, unless the board of trustees or the
district administration names additional staff under this classification for local officials.

Business Transactions Between School District and Board Members

For the Twelve-Month Period
Ended August 31, 2020

	Mike Wood	Stacie Warren	Sharon Long	Ryan Eskridge	Amy Barber	Rick Harrell	Jennifer Hiser
Amounts	$0.00	$0.00	$133,097.00	$0.00	$108,081.65	$0.00	$0.00

Note - The summary amounts reported under this disclosure are not to duplicate the items
disclosed in the summary schedule of reimbursements received by board members.

Crandall Independent School District
Board of Trustees

Board Meeting Date: December 12, 2022

Agenda Item: Walker Elem. Targeted Improvement Plan

Agenda Section: Consent

Administrator Responsible: Michael Starling

Summary/Background Information: ESF-Focused Grantee Targeted Improvement Plans (TIPs) must receive Board approved by December 16, 2022, as per Texas Education Code {TEC) §39A.055{3). (TEC) Sec. 39A.057. HEARING FOR TARGETED IMPROVEMENT PLAN. After a targeted improvement plan is submitted to the board of trustees of the school district, the board shall conduct a hearing to:

(1) Notify the public of:

    (A) the insufficient performance of the campus;

    (B) the improvements in performance expected by the agency; and

    (C) the intervention measures or sanctions that may be imposed under this chapter if the performance does not improve within a designated period; and

(2) solicit public comment on the targeted improvement plan or updated targeted improvement plan.

Administrative Recommendation: Administration seeks approval of the Walker Elementary Targeting Improvement Plan after the public hearing.

Crandall Independent School District

Walker Elementary - TIP

2022-2023 Targeted Improvement Plan

Campus Number: 129901103

Board Approval Date:

Superintendent:	Dr. Wendy Eldredge	**Principal:**	Michael Starling
DCSI/Grant Coordinator:	Maresa Bailey	**ESC Case Manager:**	Kimi Mills
		ESC Region:	10

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Maresa Bailey

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Maresa Bailey

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature: Michael Starling

Table of Contents

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Domain 1 goal is to achieve a component score of 60. We will do this by achieving the following results on the STAAR exam overall:

Approaches: 85

Meets: 60

Masters: 35

Rationale: We achieved our component score goal and went increased 7 points higher. Due to our success this past year, we have a realistic but ambitious plan that aims to increase the component score to 60 to earn an A in this domain . We will continue to support students gaps in learning by addressing students in need based on HB4545 as well as targeting academic student growth after formative assessments. Our focus on analyzing data from our DOL tracking and district based assessments will help us prioritize and shift students from standards or areas of need after each assessment. Moving the needle in the assessment will require strategically targeting specific groups that fall into higher risk areas to raise the overall achievement in not only approaches but meets and masters as well.

School Progress

What accountability goal has your campus set for this year?

Domain 2B:

Our goal is to achieve a components score of 60; focusing on our Eco Dis 55%

Rationale: Our focus will be on students academically being successful overall. The increase of Domain 1 score by 8% will improve our sup populations by 8%.   We will seek to continue to close the gaps by addressing students in need based on HB4545, as well as targeting academic student growth through the daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments and DDI which will allow us to consistently look at data and drive toward this goal.

Closing the Gaps

What accountability goal has your campus set for this year?

Domain 3: Closing the Gaps: In 2022, we met all of our targets except for in the area of math for student achievement with our students of 2 or more races and students not continually enrolled. We also did not meet the target for academic growth in math with our white students.

Rationale: Our goal is to meet ALL targets in 2023. We believe these student groups are an essential focus point for Walker ES. With a goal of increased achievement for ALL groups, we believe that we need a very focused support on 3rd grade reading and matht to ensure students are achieving their potential.

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

We will need to focus on Reading and Math specifically in 3rd grade. We are prioritizing both of these areas to support our students in making up the significant learning loss from last year due to novice teachers in second grade and also a brand new team of teachers in 3rd grade this year.

Prioritizing 3rd grade math and reading achievement, will improve our overall data for the current school year. We will ensure our DDI practices in math and reading are strong and in place at the beginning of the year, and that we are using tutoring in a way to support our students who show significant deficits throughour EOY and BOY screeners. An area of strength lies in our continuos focus on the daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments and DDI which will allow us to consistently look at data and drive toward this goal and our strong PLC practices.

Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?

Overall math for our students of 2 or more races will be a focus for Walker Elementary School. After our first formative assessment, we are already analyzing student growth and needs. Our approach will be an individual student target for each child to achieve student growth. We hope this will affect the overall scores when we challenge the meets to move to masters and the unsuccessful students to move to approaches or meets. This focus will support our accountability scores through all Domains, but primarily Domain 1.

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Planning for Implementation
Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Planning for Implementation
Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started

Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Not Yet Started
Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

> **Did you achieve your student performance data goals? Why or why not?:** We achieved and in most areas we are above our target goals for student performance. Our 3 areas of concern are 5th Science Mastery, 3rd Reading and 3rd Math. In science, only 1% of our students met mastery. We believe that this is due to lack of science labs and hands on activities in the class that would allow for an accelerated learning approach. For 3rd grade reading and math, the grade-level is novice and is receiving support from the admin team to improve their instruction.

1. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Planning for Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: The ESF diagnostic indicates this is one of the areas in greatest need of being addressed. It was noted that the expectation from campus administrators is that formative assessments and exit tickets will be administered frequently by teachers and are part of the lesson plans. There was a lack of evidence in the artifacts and data collection that these assessments are being planned for and administered weekly consistently. Additionally, there was a lack of evidence that when teachers did use formative assessments, the data was used to inform reteaching and reassessment needs. There was no evidence that campus administrators provided feedback to all instructional staff regarding lesson plans and determining what high-quality instructional materials to use to align with the state standards and the expected level of rigor. This essential action has changed significantly to focus on effective planning for and implementation of assessments, lesson plans and high-quality instructional materials. We have prioritized this EA by reviewing our student performance data and determined an urgent need to strengthen our instructional leadership systems, campus-wide, to ensure the full scope of the work for effective instruction is informed by study of standards followed by development of assessments and lesson plans, integrated with high-quality instructional materials and research-based strategies, that are aligned to the level of identified critical standards. By engaging in structured systems of collaboration and planning, we are supporting the implementation of high-quality learning experiences in the classroom. This, along with further aligned systems of classroom observation and feedback, will ensure that our students will benefit from classroom instruction aligned with lessons planned according to campus-wide commitments and expectations.

Who will you partner with?: E3 Alliance

How will you build capacity in this Essential Action? We (campus instructional leaders), including some teacher leaders, will attend and participate in E3 Alliance professional learning focused on PLC structures, practices and protocols to establish a foundation for systems that ensure alignment of instructional planning, including study of standards, evaluation of instructional materials, development of assessments, planning for learning experiences, analysis of student work and performance results throughout and at the end of each unit of study. Campus instructional leaders will engage with the E3 team for implementation support throughout the school year, including on-site coaching visits, virtual check-ins and continued virtual professional learning. This support will build the capacity of our campus instructional leaders in their work to coach and support classroom teachers in their efforts to improve alignment between all phases of the scope of work for effective instruction (learn, teach, reflect). This alignment will be evidenced through observation of implementation with fidelity of PLC structures, practices and protocols, as well as artifacts from this process (calendars/schedules, meeting minutes, standards study tools, campus lesson planning documents, assessments, student work review protocol forms, student performance data analysis forms, etc.).

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We (campus instructional leaders), including some teacher leaders, will attend and participate in E3 Alliance professional learning focused on PLC structures, practices and protocols to establish a foundation for systems that ensure alignment of instructional planning, including study of standards, evaluation of instructional materials, development of assessments, planning for learning experiences, analysis of student work and performance results throughout and at the end of each unit of study. Campus instructional leaders will engage with the E3 team for implementation support throughout the school year, including on-site coaching visits, virtual check-ins and continued virtual professional learning. This support will build the capacity of our campus instructional leaders in their work to coach and support classroom teachers in their efforts to improve alignment between all phases of the scope of work for effective instruction (learn, teach,

reflect). This alignment will be evidenced through observation of implementation with fidelity of PLC structures, practices and protocols, as well as artifacts from this process (calendars/schedules, meeting minutes, standards study tools, campus lesson planning documents, assessments, student work review protocol forms, student performance data analysis forms, etc.).

Desired Annual Outcome: By May 2023,
*PLC meeting practices, protocols, agendas and minutes will result in consistent alignment between the focus and rigor of lesson plans, unit assessments and formative assessments. PLC's meet frequently and regularly--agendas are highly structured, and resulting minutes will reflect systematic practices focused on this alignment.
*Monthly analysis of samples (lesson plans, unit and formative assessments, DOLs and classroom observation/feedback data) from each grade level are completed by the campus instructional leaders and 80% are aligned with the rigor and scope of the most critical standards for that subject/grade-level. (Samples and minutes from meetings where data is reviewed)
*Teachers whose samples are not aligned and are not yet proficient in this area will receive targeted support and coaching from campus instructional leaders. This support will be evidenced and documented in weekly instructional leadership team meeting agendas and minutes which have this prioritized focus area as a recurring topic.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial professional development and ongoing coaching/support to lead the implementation of high-quality instructional materials and assessments (professional learning communities system and protocols), then the campus leaders will be able to facilitate effective professional learning communities and consistently provide meaningful feedback to teachers regarding the alignment between the lesson objective, activities, standards, scope and sequence, and expected level of rigor.

Desired 90-day Outcome: By the end of October 2022
*PLC meeting agendas introduced at the beginning of the year will be well established and followed by all participants in regular attendance (according to campus schedule). The PLC meeting structures will be documented, supported through professional learning and modeling, monitored and strengthened through leadership and consistent practice. (calendars/schedules to indicate PLC's meet with frequency and fidelity to structures; blank agendas; blank data analysis forms; training materials and sign in sheets for BOY introduction; agendas and minutes for meetings September/October that reflect leadership participation and use of structures/forms/agendas)
*Systems of accountability focused on PLC structures and practices will have been practiced by all teams through at least one full cycle with full participation, feedback and adjustment by campus instructional leaders. (agendas/minutes evidencing leadership participation; feedback provided on lesson plans from leaders to teachers with date evidence of enough time for turnaround on feedback; completed data analysis forms from Sept/October)
*Campus Instructional Leaders meet weekly where agendas and minutes reflect ongoing monitoring of progress on this goal and development of further systems of accountability for PLC's have begun to be designed and documented (a system for monthly check of alignment of focus standards and level of rigor across unit maps, lesson plans, calendars and all assessments). (Sept/Oct/Nov Weekly leadership meeting agendas/minutes that reflect participation and discussion of this 4.1 work of PLC structures, data analysis)
*This extended system of accountability will be drafted and ready to begin implementation by the end of November (monthly samples). Campus Instructional Leaders will develop this system to support and monitor the work of all phases of the Scope of Work for Effective Instruction (see E3 Alliance Info Graphic for details). This feedback is focused on alignment between the scope and sequence, critical standards and expected level of rigor across, lesson plans, calendars and all assessments. Feedback is provided with enough time for teachers to adjust plans ahead of lesson delivery. (System design/details and DCSI feedback will be evidenced in leadership meeting minutes in October)

District Actions: The district will support the campus by monitoring and providing feedback on implementation and practice of PLC systems and protocols which supports the teachers in their practice of work included in the Scope of Work of Effective instruction. Additionally, the district will engage in classroom observations, feedback cycles and calibrate their guidance and support with the campus-specific work.

Did you achieve your 90 day outcome?: Yes

Why or why not?: We have strong PLC systems at Walker and we work to continuously improve our craft. We have developed a Differentiated PD plan to ensure that ALL teachers are getting the support they need. This plan will continue all school year and will support teachers in the area of Effective Instruction.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Some teachers may struggle with the work of aligning critical standards and level of rigor across lesson plans and assessments, as well as staying on schedule with shared scope and sequence.	None	Gives teachers the tools they need to to create daily lesson plans that include the critical standards, planned daily formative assessments and how the results will be used to respond for students and improve Tier 1 instruction

Step 1 Details	Reviews
Action Step 1: Launch implementation of PLC Structures with staff in BOY PD and begin practicing in scheduled PLC meetings. Campus leaders will share documents, communicate commitments and expectations and participate regularly in all meetings. **Evidence Used to Determine Progress:** Supporting Documents (Slides/Handouts from BOY PD, Agendas/Minutes from meetings) **Person(s) Responsible:** DCSI, Principal, Assistant Principal, Student Support facilitator, Campus Leadership Team and E3 Alliance Coach **Resources Needed:** Scheduled time for BOY PD, PLC meetings and system for sharing information/ documents. **Addresses an Identified Challenge:** Yes **Start Date:** August 2, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** Significant Progress **Necessary Adjustments/Next Steps:** There are several new staff to Walker and several systems for them to learn and understand. We have developed a Differentiated PD plan to ensure that ALL teachers are getting the support they need with the PLC process.

Step 2 Details	Reviews
Action Step 2: Walker leaders collaborate with the E3 Alliance team to develop a specific structured process for studying content standards, identifying & prioritizing the most critical standards and planning for daily formative assessments aligned to those critical standards. (Including how the work of the process is evidenced. For example, daily lesson plans that include the critical standards, planned daily formative assessments and how the results will be used to respond for students and improve Tier 1 instruction) **Evidence Used to Determine Progress:** E3 Alliance Coaching Agenda/notes; drafted plan for monitoring alignment; leadership team meeting agendas and minutes; **Person(s) Responsible:** DCSI, Principal, Assistant Principal, Student Support facilitator, Campus Leadership Team and E3 Alliance Coach **Resources Needed:** Scheduled time for Campus Leaders to meet and collaborate with E3 Alliance on scheduled coaching visits; consistent meeting/documentation practices for leadership team **Addresses an Identified Challenge:** Yes **Start Date:** August 2, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022 **Funding Sources:** Professional and Contracted Services - 6200-Professional and contracted services - $35,000	**Progress toward Action Steps:** Some Progress **Necessary Adjustments/Next Steps:** E3 Alliance has shared with the Campus Instructional Coach some artifacts that can assist teachers with Lesson Planning ,lesson delivery as well as a lesson plan rubric. We have developed a Differentiated PD plan to ensure that ALL teachers are getting the support they need with effective instruction.

Step 3 Details	Reviews
Action Step 3: Engage with E3 Alliance team during coaching visits to evaluate current practices in PLC meetings and develop a system for leadership team to meet regularly, review samples of planning documents for alignment between lesson objectives, planned activities, critical standards, scope & sequence, level of rigor and planned assessments. **Evidence Used to Determine Progress:** E3 Alliance Coaching Agenda/notes; drafted plan for monitoring alignment; leadership team meeting agendas and minutes; **Person(s) Responsible:** DCSI, Principal, Assistant Principal, Student Support facilitator, Campus Leadership Team and E3 Alliance Coach **Resources Needed:** Scheduled time for Campus Leaders to meet and collaborate with E3 Alliance on scheduled coaching visits; consistent meeting/documentation practices for leadership team **Addresses an Identified Challenge:** **Start Date:** August 2, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** Significant Progress **Necessary Adjustments/Next Steps:** We meet with E3 for in-person coaching visits 6 times a year and also have virtual check-ins. E3 alliance also provides monthly virtual learning sessions to support campus leaders.

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: The ESF diagnostic indicates that coaching and support of teachers in the analysis of student work samples to assess curricular rigor and instruction is not taking place. There was limited evidence of teachers creating corrective instruction action plans, individually or in PLCs, to identify common misconceptions and design interventions for specific learning gaps. There was no evidence of teachers unpacking the standard into knowledge and skills, creating a teacher exemplar and student exemplars to confirm the expected level of rigor and ensure knowledge and skills reflect student mastery.

We (campus instructional leaders) prioritized this EA knowing our student performance data determined an urgent need to focus on individual student growth and closing the achievement gap.

We will address this by providing the time for the campus leadership team and teachers to review student-level data to monitor progress, ensuring teachers follow protocols, structures and processes for analyzing and leveraging student performance data throughout each instructional cycle.

We will focus our leadership and systems on professional learning and coaching that helps teachers utilize structures and processes to analyze student performance data throughout the learning cycle to make instructional adjustments to meet the needs of all learners.

Who will you partner with?: E3 Alliance

How will you build capacity in this Essential Action? We (campus instructional leaders), including some teacher leaders, will attend and participate in professional learning and coaching support with E3 Alliance focused on leadership systems and professional learning communities' structures, protocols, and practices. This will help us build our leadership systems around the work of our PLCs, including alignment of our leadership meeting protocols to the data collected (student performance data from formative, unit and interim assessments, DOLs, as well as classroom observation data) and active participation in data analysis meetings with teachers. The professional learning on PLC practices will build the necessary structures and support needed for teachers to develop their practice of analyzing data as a whole and on the individual student level to make adjustments on instructional strategies and delivery to meet the needs of all of our learners (struggling and those needing acceleration). The campus instructional team along with teacher leads will provide learning and model the PLC practices and protocols (including the data analysis protocol), additional instructional strategies needed, and the instructional systems of how to use these structures to meet the needs of all learners and continuously improve Tier 1 instructional practices as well. E3 Alliance will work with campus leadership to develop a system that empowers students by taking ownership in the data process and tracking their own data and meeting with their teachers regularly to make a plan to succeed when necessary. E3 Alliance will support the development of systems of accountability with consistent, aligned communication with clarity and shared voice, increasing the effectiveness of implementation.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will build awareness and understanding with our staff of the why and how behind our campus wide data analysis protocols, structures and systems. We will develop detailed documents, meet monthly to actively develop, participate in and monitor the progress of these practices, consistently communicating the why along the way and calibrating leadership language so the message is clear. Our students will be empowered by our focus on data driven instruction by taking ownership in the data process and tracking their own data and meeting with their teachers regularly to make a plan to succeed when necessary. We value shared voice and support commitments by frequently gathering feedback from all stakeholders on our focus areas and share/communicate on progress/challenges throughout the year. Our commitments to effective instructional strategies both in Tier 1 Instruction and the reteach process will be modeled and communicated in details that include the why, how and what we are doing, with particular clarity focused on our campus wide commitment to such practices. Leadership

capacity will be developed as teachers demonstrate mastery of research-based instructional strategies. Campus leaders will use shared documents to provide consistency and continuity, contributing to operationalizing our commitments to these practices. This consistent, aligned communication with clarity and shared voice will support the development of systems of accountability, increasing effectiveness of implementation.

Desired Annual Outcome: By May 2023, 100% of teachers will meet regularly for in-depth conversations about formative, unit and interim student performance data, effective instructional strategies, DOLs and possible adjustments to instructional delivery focused on meeting the needs of all learners. These practices will be evidenced through documented systems, including data analysis meeting agendas/minutes, data analysis form (templates and completed artifacts) and leadership meeting agendas/minutes where leaders regularly monitor the data-driven instruction practices.

District Commitment Theory of Action: If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and schools receive detailed reports of district-provided assessments within two instructional days of grading, then the campus' PLCs will be able to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.

Desired 90-day Outcome: By the end of November, we will have developed a draft of a detailed, documented PLC structure that includes a data analysis protocol used to support all learning and improve outcomes. Leadership meeting agendas/minutes reflect the work of developing a campus instructional action plan by student performance data and data collection from cycles of observation and feedback. 100% classrooms are included in the system of observation and feedback cycles to ensure strategic development of the professional development needs and to identify coaching and support.

District Actions: The DCSI will ensure alignment between district guidance/support and the campus PLC system as learned and coached by E3 Alliance. Also, the DCSI will participate in the development of and provide feedback on systems developed, implemented and monitored in alignment with this prioritized focus area.

Did you achieve your 90 day outcome?: Yes

Why or why not?: We have a very strong PLC system at Walker ES. We are continuously improving our systems to ensure student success.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teachers may need differentiated training and support on how to access student performance data and effective use of data analysis forms in use already or new ones developed.	None	

Step 1 Details	Reviews

Action Step 1: Campus Instructional Leaders collaborate with the E3 Alliance team to develop/refine a Data Analysis Protocol used to support all learning and improve outcomes.
    Evidence Used to Determine Progress: E3 Alliance Coaching Agenda/notes; drafted plan for monitoring alignment; Protocol;
    Person(s) Responsible: DCSI, Principal, Assistant Principal, Student Support facilitator, Campus Leadership Team and E3 Alliance Coach
    Resources Needed: Scheduled time for Campus Leaders to meet and collaborate with E3 Alliance on scheduled coaching visits; consistent meeting/documentation practices for leadership team
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 2, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022
    Funding Sources: TIP Instructional Coach - 6100-Payroll - $64,787
	Progress toward Action Steps: Some Progress
	
	Necessary Adjustments/Next Steps: We have a data protocol that we use, we will review this protocol and make adjustments during our next coaching visit with E3 Alliance on November 16.

Step 2 Details	Reviews

Action Step 2: Campus instructional leaders will engage in professional learning/coaching conversations with the E3 Team to evaluate current practices aligned with data-driven instruction key practices and success criteria, ensuring alignment with learning and work in other areas.
    Evidence Used to Determine Progress: E3 Implementation Plan, sign in sheets, documents/artifacts from the learning/coaching visit; drafts of systems components.
    Person(s) Responsible: DCSI, Principal, Assistant Principal, Student Support facilitator, Campus Leadership Team and E3 Alliance Coach
    Resources Needed: Time scheduled to meet /collaborate and learn with the E3 Team
    Addresses an Identified Challenge:
 	
    Start Date: August 2, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022
    Funding Sources: Lead Teacher Stipends - 6100-Payroll - $20,122.29
	Progress toward Action Steps: Significant Progress
	
	Necessary Adjustments/Next Steps: We meet with E3 for in-person coaching visits 6 times a year and also have virtual check-ins. E3 alliance also provides monthly virtual learning sessions to support campus leaders.

Step 3 Details	Reviews

Action Step 3: Campus instructional leaders will apply learning and recommendations from the E3 Team related to key practices for data-driven instruction systems. (This will include adjustments to meeting agendas, data analysis forms, and documents.)
 	
    Evidence Used to Determine Progress: E3 Implementation Plan, documents/artifacts from the learning/coaching visit; drafts of systems components.
 	
    Person(s) Responsible: DCSI, Principal, Assistant Principal, Student Support facilitator, Campus Leadership Team and E3 Alliance Coach
 	
    Resources Needed: Regularly scheduled work/collaboration meetings with leadership team and DCSI
 	
    Addresses an Identified Challenge: Yes
 	
Start Date: August 2, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps: Significant Progress
	
	Necessary Adjustments/Next Steps: We meet with E3 for in-person coaching visits 6 times a year and also have virtual check-ins. E3 alliance also provides monthly virtual learning sessions to support campus leaders.

Step 4 Details	Reviews

Action Step 4: Campus instructional leaders will engage in follow-up support/coaching (in person and virtual) to effectively implement system components for data-driven instruction, including PLC/Team meeting agendas, leadership meeting agendas, data analysis forms, and documents related to these practices.
 	
    Evidence Used to Determine Progress: E3 Implementation Plan--Coaching Agenda Notes; agendas and minutes for leadership team meetings, and PLC meetings
 	
    Person(s) Responsible: DCSI, Principal, Assistant Principal, Student Support facilitator, Campus Leadership Team and E3 Alliance Coach
 	
    Resources Needed: Time scheduled to meet /collaborate and learn with the E3 Team
 	
    Addresses an Identified Challenge:
 	
Start Date: August 2, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps: Significant Progress
	
	Necessary Adjustments/Next Steps: We meet with E3 for in-person coaching visits 6 times a year and also have virtual check-ins. E3 alliance also provides monthly virtual learning sessions to support campus leaders.

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Planning for Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: The ESF diagnostic indicates this is one of the areas in greatest need of being addressed. It was noted that the expectation from campus administrators is that formative assessments and exit tickets will be administered frequently by teachers and are part of the lesson plans. There was a lack of evidence in the artifacts and data collection that these assessments are being planned for and administered weekly consistently. Additionally, there was a lack of evidence that when teachers did use formative assessments, the data was used to inform reteaching and reassessment needs. There was no evidence that campus administrators provided feedback to all instructional staff regarding lesson plans and determining what high-quality instructional materials to use to align with the state standards and the expected level of rigor. This essential action has changed significantly to focus on effective planning for and implementation of assessments, lesson plans and high-quality instructional materials. We have prioritized this EA by reviewing our student performance data and determined an urgent need to strengthen our instructional leadership systems, campus-wide, to ensure the full scope of the work for effective instruction is informed by study of standards followed by development of assessments and lesson plans, integrated with high-quality instructional materials and research-based strategies, that are aligned to the level of identified critical standards. By engaging in structured systems of collaboration and planning, we are supporting the implementation of high-quality learning experiences in the classroom. This, along with further aligned systems of classroom observation and feedback, will ensure that our students will benefit from classroom instruction aligned with lessons planned according to campus-wide commitments and expectations.

Who will you partner with?: E3 Alliance

How will you build capacity in this Essential Action? We (campus instructional leaders), including some teacher leaders, will attend and participate in E3 Alliance professional learning focused on PLC structures, practices and protocols to establish a foundation for systems that ensure alignment of instructional planning, including study of standards, evaluation of instructional materials, development of assessments, planning for learning experiences, analysis of student work and performance results throughout and at the end of each unit of study. Campus instructional leaders will engage with the E3 team for implementation support throughout the school year, including on-site coaching visits, virtual check-ins and continued virtual professional learning. This support will build the capacity of our campus instructional leaders in their work to coach and support classroom teachers in their efforts to improve alignment between all phases of the scope of work for effective instruction (learn, teach, reflect). This alignment will be evidenced through observation of implementation with fidelity of PLC structures, practices and protocols, as well as artifacts from this process (calendars/schedules, meeting minutes, standards study tools, campus lesson planning documents, assessments, student work review protocol forms, student performance data analysis forms, etc.).

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We (campus instructional leaders), including some teacher leaders, will attend and participate in E3 Alliance professional learning focused on PLC structures, practices and protocols to establish a foundation for systems that ensure alignment of instructional planning, including study of standards, evaluation of instructional materials, development of assessments, planning for learning experiences, analysis of student work and performance results throughout and at the end of each unit of study. Campus instructional leaders will engage with the E3 team for implementation support throughout the school year, including on-site coaching visits, virtual check-ins and continued virtual professional learning. This support will build the capacity of our campus instructional leaders in their work to coach and support classroom teachers in their efforts to improve alignment between all phases of the scope of work for effective instruction (learn, teach, reflect). This alignment will be evidenced through observation of implementation with fidelity of PLC structures, practices and protocols, as well as artifacts from this process (calendars/schedules, meeting minutes, standards study tools, campus lesson planning documents, assessments, student work review protocol forms, student performance data analysis forms, etc.).

Desired Annual Outcome: By May 2023,
*PLC meeting practices, protocols, agendas and minutes will result in consistent alignment between the focus and rigor of lesson plans, unit assessments and formative assessments. PLC's meet frequently and regularly--agendas are highly structured, and resulting minutes will reflect systematic practices focused on this alignment.

*Monthly analysis of samples (lesson plans, unit and formative assessments, DOLs and classroom observation/feedback data) from each grade level are completed by the campus instructional leaders and 80% are aligned with the rigor and scope of the most critical standards for that subject/grade-level. (Samples and minutes from meetings where data is reviewed)

*Teachers whose samples are not aligned and are not yet proficient in this area will receive targeted support and coaching from campus instructional leaders. This support will be evidenced and documented in weekly instructional leadership team meeting agendas and minutes which have this prioritized focus area as a recurring topic.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial professional development and ongoing coaching/support to lead the implementation of high-quality instructional materials and assessments (professional learning communities system and protocols), then the campus leaders will be able to facilitate effective professional learning communities and consistently provide meaningful feedback to teachers regarding the alignment between the lesson objective, activities, standards, scope and sequence, and expected level of rigor.

Desired 90-day Outcome: By the end of February 2023:

*PLC meeting agendas and practices established and followed by all participants in regular attendance 100% of the time. The PLC meeting structures will be documented, supported, monitored and strengthened through leadership, continuous improvement and consistent practice. (PLC Meeting agendas and minutes reflect attendance and adherence to structures, practices and protocols)

*Campus Instructional Leaders meet weekly where agendas and minutes reflect ongoing monitoring of progress on PLC practices and have started to use the designed and documented feedback system for monthly checks of alignment of focus standards and level of rigor across lesson plans, calendars and all assessments. (at least 6 samples each month, 2 from each grade level) (minutes of leadership agenda meetings where samples are analyzed)

*All teachers from samples will receive feedback. Teachers whose samples are not aligned and are not yet proficient in this area will receive targeted support and coaching from campus instructional leaders. This support will be evidenced and documented in leadership team meeting agendas and minutes which have this prioritized focus area as a recurring topic.

District Actions: The district will support the campus by monitoring and providing feedback on implementation and practice of PLC systems and protocols which supports the teachers in their practice of work included in the Scope of Work of Effective instruction. Additionally, the district will engage in classroom observations, feedback cycles and calibrate their guidance and support with the campus-specific work.

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Reviews
Action Step 1: Launch implementation of PLC Structures with staff in BOY PD and begin practicing in scheduled PLC meetings. Campus leaders will share documents, communicate commitments and expectations and participate regularly in all meetings.	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**
Evidence Used to Determine Progress: Supporting Documents (Slides/Handouts from BOY PD, Agendas/Minutes from meetings)	
Person(s) Responsible: DCSI, Principal, Assistant Principal, Student Support facilitator, Campus Leadership Team and E3 Alliance Coach	
Resources Needed: Scheduled time for BOY PD, PLC meetings and system for sharing information/ documents.	
Addresses an Identified Challenge: Yes	
Start Date: August 2, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022	

Step 2 Details	Reviews

Action Step 2: Walker leaders collaborate with the E3 Alliance team to develop a specific structured process for studying content standards, identifying & prioritizing the most critical standards and planning for daily formative assessments aligned to those critical standards. (Including how the work of the process is evidenced. For example, daily lesson plans that include the critical standards, planned daily formative assessments and how the results will be used to respond for students and improve Tier 1 instruction)
 	
    Evidence Used to Determine Progress: E3 Alliance Coaching Agenda/notes; drafted plan for monitoring alignment; leadership team meeting agendas and minutes;
 	
    Person(s) Responsible: DCSI, Principal, Assistant Principal, Student Support facilitator, Campus Leadership Team and E3 Alliance Coach
 	
    Resources Needed: Scheduled time for Campus Leaders to meet and collaborate with E3 Alliance on scheduled coaching visits; consistent meeting/documentation practices for leadership team
 	
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 2, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022
    Funding Sources: Professional and Contracted Services - 6200-Professional and contracted services - $35,000
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: Launch implementation of PLC Structures with staff in BOY PD and begin practicing in scheduled PLC meetings. Campus leaders will share documents, communicate commitments and expectations and participate regularly in all meetings.
 	
    Evidence Used to Determine Progress: Supporting Documents (Slides/Handouts from BOY PD, Agendas/Minutes from meetings)
 	
    Person(s) Responsible: DCSI, Principal, Assistant Principal, Student Support facilitator, Campus Leadership Team and E3 Alliance Coach
 	
    Resources Needed: Scheduled time for BOY PD, PLC meetings and system for sharing information/documents.
 	
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 2, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 4 Details	Reviews

Action Step 4: Walker leaders collaborate with the E3 Alliance team to develop a specific structured process for studying content standards, identifying & prioritizing the most critical standards and planning for daily formative assessments aligned to those critical standards. (Including how the work of the process is evidenced. For example, daily lesson plans that include the critical standards, planned daily formative assessments and how the results will be used to respond for students and improve Tier 1 instruction)

Progress toward Action Steps:

Necessary Adjustments/Next Steps:

> **Evidence Used to Determine Progress:** E3 Alliance Coaching Agenda/notes; drafted plan for monitoring alignment; leadership team meeting agendas and minutes;
>
> **Person(s) Responsible:** DCSI, Principal, Assistant Principal, Student Support facilitator, Campus Leadership Team and E3 Alliance Coach
>
> **Resources Needed:** Scheduled time for Campus Leaders to meet and collaborate with E3 Alliance on scheduled coaching visits; consistent meeting/documentation practices for leadership team
>
> **Addresses an Identified Challenge:** Yes
>
> **Start Date:** August 2, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022
> **Funding Sources:** Professional and Contracted Services - 6200-Professional and contracted services - $35,000

Step 5 Details	Reviews

Action Step 5: Engage with E3 Alliance team during coaching visits to evaluate current practices in PLC meetings and develop a system for leadership team to meet regularly, review samples of planning documents for alignment between lesson objectives, planned activities, critical standards, scope & sequence, level of rigor and planned assessments.

Progress toward Action Steps:

Necessary Adjustments/Next Steps:

> **Evidence Used to Determine Progress:** E3 Alliance Coaching Agenda/notes; drafted plan for monitoring alignment; leadership team meeting agendas and minutes;
>
> **Person(s) Responsible:** DCSI, Principal, Assistant Principal, Student Support facilitator, Campus Leadership Team and E3 Alliance Coach
>
> **Resources Needed:** Scheduled time for Campus Leaders to meet and collaborate with E3 Alliance on scheduled coaching visits; consistent meeting/documentation practices for leadership team
>
> **Addresses an Identified Challenge:**
>
> **Start Date:** August 2, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: The ESF diagnostic indicates that coaching and support of teachers in the analysis of student work samples to assess curricular rigor and instruction is not taking place. There was limited evidence of teachers creating corrective instruction action plans, individually or in PLCs, to identify common misconceptions and design interventions for specific learning gaps. There was no evidence of teachers unpacking the standard into knowledge and skills, creating a teacher exemplar and student exemplars to confirm the expected level of rigor and ensure knowledge and skills reflect student mastery.

We (campus instructional leaders) prioritized this EA knowing our student performance data determined an urgent need to focus on individual student growth and closing the achievement gap.

We will address this by providing the time for the campus leadership team and teachers to review student-level data to monitor progress, ensuring teachers follow protocols, structures and processes for analyzing and leveraging student performance data throughout each instructional cycle.

We will focus our leadership and systems on professional learning and coaching that helps teachers utilize structures and processes to analyze student performance data throughout the learning cycle to make instructional adjustments to meet the needs of all learners.

Who will you partner with?: E3 Alliance

How will you build capacity in this Essential Action? We (campus instructional leaders), including some teacher leaders, will attend and participate in professional learning and coaching support with E3 Alliance focused on leadership systems and professional learning communities' structures, protocols, and practices. This will help us build our leadership systems around the work of our PLCs, including alignment of our leadership meeting protocols to the data collected (student performance data from formative, unit and interim assessments, DOLs, as well as classroom observation data) and active participation in data analysis meetings with teachers. The professional learning on PLC practices will build the necessary structures and support needed for teachers to develop their practice of analyzing data as a whole and on the individual student level to make adjustments on instructional strategies and delivery to meet the needs of all of our learners (struggling and those needing acceleration). The campus instructional team along with teacher leads will provide learning and model the PLC practices and protocols (including the data analysis protocol), additional instructional strategies needed, and the instructional systems of how to use these structures to meet the needs of all learners and continuously improve Tier 1 instructional practices as well. E3 Alliance will work with campus leadership to develop a system that empowers students by taking ownership in the data process and tracking their own data and meeting with their teachers regularly to make a plan to succeed when necessary. E3 Alliance will support the development of systems of accountability with consistent, aligned communication with clarity and shared voice, increasing the effectiveness of implementation.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will build awareness and understanding with our staff of the why and how behind our campus wide data analysis protocols, structures and systems. We will develop detailed documents, meet monthly to actively develop, participate in and monitor the progress of these practices, consistently communicating the why along the way and calibrating leadership language so the message is clear. Our students will be empowered by our focus on data driven instruction by taking ownership in the data process and tracking their own data and meeting with their teachers regularly to make a plan to succeed when necessary. We value shared voice and support commitments by frequently gathering feedback from all stakeholders on our focus areas and share/communicate on progress/challenges throughout the year. Our commitments to effective instructional strategies both in Tier 1 Instruction and the reteach process will be modeled and communicated in details that include the why, how and what we are doing, with particular clarity focused on our campus wide commitment to such practices. Leadership

capacity will be developed as teachers demonstrate mastery of research-based instructional strategies. Campus leaders will use shared documents to provide consistency and continuity, contributing to operationalizing our commitments to these practices. This consistent, aligned communication with clarity and shared voice will support the development of systems of accountability, increasing effectiveness of implementation.

Desired Annual Outcome: By May 2023, 100% of teachers will meet regularly for in-depth conversations about formative, unit and interim student performance data, effective instructional strategies, DOLs and possible adjustments to instructional delivery focused on meeting the needs of all learners. These practices will be evidenced through documented systems, including data analysis meeting agendas/minutes, data analysis form (templates and completed artifacts) and leadership meeting agendas/minutes where leaders regularly monitor the data-driven instruction practices.

District Commitment Theory of Action: If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and schools receive detailed reports of district-provided assessments within two instructional days of grading, then the campus' PLCs will be able to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.

Desired 90-day Outcome: By the end of February:
The campus instructional will be in full implementation. 100% of teachers will show evidence of these instructional strategies in lesson plans and walk-through data.

District Actions: The district will support the campus by monitoring and providing feedback on implementation and practice of Data Driven Instructional systems which supports the teachers in their practice of work included in the Scope of Work of Effective instruction. Additionally, the district will engage in classroom observations, feedback cycles and calibrate their guidance and support with the campus-specific work.

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Reviews

Action Step 1: Campus instructional leaders will engage in professional learning/coaching conversations with the E3 Team to evaluate current practices aligned with data-driven instruction key practices and success criteria, ensuring alignment with learning and work in other areas.
 	
    Evidence Used to Determine Progress: E3 Implementation Plan, sign in sheets, documents/artifacts from the learning/coaching visit; drafts of systems components.
    Person(s) Responsible: DCSI, Principal, Assistant Principal, Student Support facilitator, Campus Leadership Team and E3 Alliance Coach
    Resources Needed: Time scheduled to meet /collaborate and learn with the E3 Team
    Addresses an Identified Challenge:
 	
    Start Date: August 2, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022
    Funding Sources: Lead Teacher Stipends - 6100-Payroll - $20,122.29
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews
Action Step 2: Campus instructional leaders will apply learning and recommendations from the E3 Team related to key practices for data-driven instruction systems. (This will include adjustments to meeting agendas, data analysis forms, and documents.) **Evidence Used to Determine Progress:** E3 Implementation Plan, documents/artifacts from the learning/coaching visit; drafts of systems components. **Person(s) Responsible:** DCSI, Principal, Assistant Principal, Student Support facilitator, Campus Leadership Team and E3 Alliance Coach **Resources Needed:** Regularly scheduled work/collaboration meetings with leadership team and DCSI **Addresses an Identified Challenge:** Yes **Start Date:** August 2, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: Campus instructional leaders will engage in follow-up support/coaching (in person and virtual) to effectively implement system components for data-driven instruction, including PLC/Team meeting agendas, leadership meeting agendas, data analysis forms, and documents related to these practices. **Evidence Used to Determine Progress:** E3 Implementation Plan--Coaching Agenda Notes; agendas and minutes for leadership team meetings, and PLC meetings **Person(s) Responsible:** DCSI, Principal, Assistant Principal, Student Support facilitator, Campus Leadership Team and E3 Alliance Coach **Resources Needed:** Time scheduled to meet /collaborate and learn with the E3 Team **Addresses an Identified Challenge:** **Start Date:** August 2, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Planning for Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: The ESF diagnostic indicates this is one of the areas in greatest need of being addressed. It was noted that the expectation from campus administrators is that formative assessments and exit tickets will be administered frequently by teachers and are part of the lesson plans. There was a lack of evidence in the artifacts and data collection that these assessments are being planned for and administered weekly consistently. Additionally, there was a lack of evidence that when teachers did use formative assessments, the data was used to inform reteaching and reassessment needs. There was no evidence that campus administrators provided feedback to all instructional staff regarding lesson plans and determining what high-quality instructional materials to use to align with the state standards and the expected level of rigor. This essential action has changed significantly to focus on effective planning for and implementation of assessments, lesson plans and high-quality instructional materials. We have prioritized this EA by reviewing our student performance data and determined an urgent need to strengthen our instructional leadership systems, campus-wide, to ensure the full scope of the work for effective instruction is informed by study of standards followed by development of assessments and lesson plans, integrated with high-quality instructional materials and research-based strategies, that are aligned to the level of identified critical standards. By engaging in structured systems of collaboration and planning, we are supporting the implementation of high-quality learning experiences in the classroom. This, along with further aligned systems of classroom observation and feedback, will ensure that our students will benefit from classroom instruction aligned with lessons planned according to campus-wide commitments and expectations.

Who will you partner with?: E3 Alliance

How will you build capacity in this Essential Action? We (campus instructional leaders), including some teacher leaders, will attend and participate in E3 Alliance professional learning focused on PLC structures, practices and protocols to establish a foundation for systems that ensure alignment of instructional planning, including study of standards, evaluation of instructional materials, development of assessments, planning for learning experiences, analysis of student work and performance results throughout and at the end of each unit of study. Campus instructional leaders will engage with the E3 team for implementation support throughout the school year, including on-site coaching visits, virtual check-ins and continued virtual professional learning. This support will build the capacity of our campus instructional leaders in their work to coach and support classroom teachers in their efforts to improve alignment between all phases of the scope of work for effective instruction (learn, teach, reflect). This alignment will be evidenced through observation of implementation with fidelity of PLC structures, practices and protocols, as well as artifacts from this process (calendars/schedules, meeting minutes, standards study tools, campus lesson planning documents, assessments, student work review protocol forms, student performance data analysis forms, etc.).

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We (campus instructional leaders), including some teacher leaders, will attend and participate in E3 Alliance professional learning focused on PLC structures, practices and protocols to establish a foundation for systems that ensure alignment of instructional planning, including study of standards, evaluation of instructional materials, development of assessments, planning for learning experiences, analysis of student work and performance results throughout and at the end of each unit of study. Campus instructional leaders will engage with the E3 team for implementation support throughout the school year, including on-site coaching visits, virtual check-ins and continued virtual professional learning. This support will build the capacity of our campus instructional leaders in their work to coach and support classroom teachers in their efforts to improve alignment between all phases of the scope of work for effective instruction (learn, teach, reflect). This alignment will be evidenced through observation of implementation with fidelity of PLC structures, practices and protocols, as well as artifacts from this process (calendars/schedules, meeting minutes, standards study tools, campus lesson planning documents, assessments, student work review protocol forms, student performance data analysis forms, etc.).

Desired Annual Outcome: By May 2023,
*PLC meeting practices, protocols, agendas and minutes will result in consistent alignment between the focus and rigor of lesson plans, unit assessments and formative assessments. PLC's meet frequently and regularly--agendas are highly structured, and resulting minutes will reflect systematic practices focused on this alignment.

*Monthly analysis of samples (lesson plans, unit and formative assessments, DOLs and classroom observation/feedback data) from each grade level are completed by the campus instructional leaders and 80% are aligned with the rigor and scope of the most critical standards for that subject/grade-level. (Samples and minutes from meetings where data is reviewed)

*Teachers whose samples are not aligned and are not yet proficient in this area will receive targeted support and coaching from campus instructional leaders. This support will be evidenced and documented in weekly instructional leadership team meeting agendas and minutes which have this prioritized focus area as a recurring topic.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial professional development and ongoing coaching/support to lead the implementation of high-quality instructional materials and assessments (professional learning communities system and protocols), then the campus leaders will be able to facilitate effective professional learning communities and consistently provide meaningful feedback to teachers regarding the alignment between the lesson objective, activities, standards, scope and sequence, and expected level of rigor.

Desired 90-day Outcome: By May 2023,

*PLC meeting agendas and practices sustained and followed by all participants in regular attendance 100% of the time. The PLC meeting structures will be documented, supported, monitored and strengthened through leadership, continuous improvement and consistent practice. (PLC Meeting agendas and minutes reflect attendance and adherence to structures, practices and protocols)

*Campus Instructional Leaders continue to meet weekly where agendas and minutes reflect ongoing monitoring of progress on PLC practices and have started to use the designed and documented feedback system for monthly checks of alignment of focus standards and level of rigor across lesson plans, calendars and all assessments. (at least 6 samples each month, 2 from each grade level) (minutes of leadership agenda meetings where samples are analyzed)

*All teachers from samples will receive feedback. Teachers whose samples are not aligned and are not yet proficient in this area will receive targeted support and coaching from campus instructional leaders. This support will be evidenced and documented in leadership team meeting agendas and minutes which have this prioritized focus area as a recurring topic.

District Actions: The district will support the campus by monitoring and providing feedback on implementation and practice of PLC systems and protocols which supports the teachers in their practice of work included in the Scope of Work of Effective instruction. Additionally, the district will engage in classroom observations, feedback cycles and calibrate their guidance and support with the campus-specific work.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: The ESF diagnostic indicates that coaching and support of teachers in the analysis of student work samples to assess curricular rigor and instruction is not taking place. There was limited evidence of teachers creating corrective instruction action plans, individually or in PLCs, to identify common misconceptions and design interventions for specific learning gaps. There was no evidence of teachers unpacking the standard into knowledge and skills, creating a teacher exemplar and student exemplars to confirm the expected level of rigor and ensure knowledge and skills reflect student mastery.

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capacity will be developed as teachers demonstrate mastery of research-based instructional strategies. Campus leaders will use shared documents to provide consistency and continuity, contributing to operationalizing our commitments to these practices. This consistent, aligned communication with clarity and shared voice will support the development of systems of accountability, increasing effectiveness of implementation.

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District Actions: The district will support the campus by monitoring and providing feedback on implementation and practice of Data Driven Instructional systems which supports the teachers in their practice of work included in the Scope of Work of Effective instruction. Additionally, the district will engage in classroom observations, feedback cycles and calibrate their guidance and support with the campus-specific work.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

			6100-Payroll		
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	TIP Instructional Coach		$64,787.00
1	2	2	Lead Teacher Stipends		$20,122.29
2	2	1	Lead Teacher Stipends		$20,122.29
				Sub-Total	$105,031.58
				Budgeted Budget Object Code Amount	$84,909.29
				+/- Difference	-$20,122.29
			6200-Professional and contracted services		
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Professional and Contracted Services		$35,000.00
2	1	2	Professional and Contracted Services		$35,000.00
2	1	4	Professional and Contracted Services		$35,000.00
				Sub-Total	$105,000.00
				Budgeted Budget Object Code Amount	$35,000.00
				+/- Difference	-$70,000.00
				Grand Total Budgeted	$119,909.29
				Grand Total Spent	$210,031.58
				+/- Difference	-$90,122.29

Student Data

Student Achievement and Closing the Gaps

Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
												Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	362	72	78	N/A	District Created Benchmark	65	63	District Created Benchmark	75		85	
			All	All	Reading	Meets	STAAR	362	38	50	N/A	District Created Benchmark	20	28	District Created Benchmark	30		60	
			All	All	Reading	Masters	STAAR	362	20	30	N/A	District Created Benchmark	15	18	District Created Benchmark	25		35	
			All	All	Mathematics	Approaches	STAAR	362	66	77	N/A	District Created Benchmark	70	76	District Created Benchmark	78		85	
			All	All	Mathematics	Meets	STAAR	362	36	47	N/A	District Created Benchmark	35	50	District Created Benchmark	48		60	
			All	All	Mathematics	Masters	STAAR	362	19	22	N/A	District Created Benchmark	15	27	District Created Benchmark	20		35	
			All	All	Science	Approaches	STAAR	86	59	61	N/A	District Created Benchmark	55	68	District Created Benchmark	65		75	
			All	All	Science	Meets	STAAR	86	28	33	N/A	District Created Benchmark	25	24	District Created Benchmark	35		45	
			All	All	Science	Masters	STAAR	86	7	18	N/A	District Created Benchmark	10	1	District Created Benchmark	15		25	
Closing the Gaps	Focus 1	Academic Achievement	3rd	All Students	ELA	N/A	ELA	N/A	75	76	100	District Created Benchmark	65	54	District Created Benchmark	75		81	
	Focus 2	Academic Achievement	3rd	All Students	Mathematics	N/A	Mathematics	N/A	70	70	100	District Created Benchmark	60	45	District Created Benchmark	70		80	

Academic Growth

Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	362	Did Not Meet	23	35	37	25		15	
					Approaches	77	65	63	75		85	
					Meets	47	20	28	30		55	
					Masters	22	15	18	25		35	
	Math	All	STAAR	362	Did Not Meet	23	30	24	22		15	
					Approaches	77	70	76	78		85	
					Meets	47	35	50	48		55	
					Masters	22	15	27	20		35	

Crandall Independent School District
Board of Trustees

Board Meeting Date: December 12, 2022

Agenda Item: Minutes from November Board Meetings

Agenda Section: Consent

Administrator Responsible: Jennifer Johnson

Summary/Background Information: Minutes recorded on Monday, November 14th Regular Board Meeting .

Administrative Recommendation: Administration recommends approval of minutes listed above.

Minutes of Regular Meeting
The Board of Trustees Crandall ISD

A Regular Meeting of the Board of Trustees of Crandall ISD was held Monday, November 14, 2022, beginning at 5:30 PM in the Board Room, L.F. Raynes Education Center, 400 W. Lewis St., Crandall.

CALL TO ORDER AND DECLARATION OF QUORUM
Board Members Present: Rick Harrell, Dr. Sharon Long, Jennifer Hiser, Stacie Warren, Amy Barber, Ryan Eskridge

CLOSED SESSION TIME: 5:30 PM
Personnel (Texas Government Code Section 551.074)

OPEN SESSION: 7: 06 PM
Invocation, Presentation of Colors, Pledge of Allegiance and Welcome Visitors
Staff Members Present: Holly Keown, Carri Eddy, AJ Murry, Christy Starrett, Chris Moore, Mike White, Lauren Chism, Scott Stewart, Corey Blackburn, Amanda Roberts, Katrina Spottsville, Nicole Tudor, Jennifer Johnson

PUBLIC PARTICIPATION
Two members of the public appeared to speak with recommendations on the name of the new elementary school. Mary Brooks nominated Opal Smith to have the upcoming elementary school after her due to her service in Crandall ISD. Robbie Simons also asked that the Board consider naming the new elementary school after Opal Smith due to all the people she impacted in Crandall ISD.

BOARD RECOGNITION
Community Partnerships (Trinity Bank)
Nicole Tudor recognized Trinity Capital Bank for their partnership with Crandall ISD, including designing a CISD Pirate-themed debit card, donation of T-shirts to be thrown at CHS football games, a $2,500 donation to CISD Education Foundation, and more.

CONSENT ITEMS
The following consent items were reviewed.

   A.   Minutes from previous meetings
   B.   National Incident Management System Resolution
   C.   Flyleaf purchase for Reading Intervention
   D.   Board Member Resignation
   E.   TEA Instructional Facility Space Standards
   F.   RFP #2210-03 Food, General Items & Catering Services
   G.   Budget Amendment #3

Motion was made by Ryan Eskridge and seconded by Jennifer Hiser to approve consent items as presented. Motion passed 6-0.

INFORMATION ITEMS

High School Addition Design Update

Presenter: Corey Blackburn and the WRA Architects team

Notes: The current design of the new high school addition will create 600 student seats and will be able to hold 4,000 people as a storm shelter, which is a now a requirement for new construction. Ground-breaking is estimated to happen some time between March and August 2023.

Construction Update

Presenter: Scott Stewart & Corey Blackburn

Notes: Corey Blackburn reported on the current construction status of Elementary #6 and the multipurpose addition. Estimated completion of the elementary school is Fall 2023. It will house 850 students.

Special Education Update

Presenter: Dr. Lauren Chism

Notes: Dr. Chism shared an overview of the Special Education Program at CISD.

Social Emotional Learning Update

Presenter: Katrina Spottsville

Notes: Ms. Spottsville shared an overview of the Social Emotional Learning program in CISD.

New Course Requests

Presenter: Christy Starrett

Notes: Mrs. Starrett presented the proposed course list for the 2023-2024 school year.

Policy 118 Update

Presenter: Dr. Holly Keown

Notes: Dr. Keown introduced the Legal and Local Policy changes that will be discussed during the upcoming Policy Committee Meeting.

ACTION ITEMS

District Improvement Plan

Presenter: Amanda Roberts

Notes: Ms. Roberts described the District Improvement Plan. The District Improvement Plan has 4 steps in the cycle each year. Administration seeks the approval of the District Improvement Plan.

A motion was made by Ryan Eskridge and seconded by Dr. Sharon Long to approve the District Improvement Plan. Motion passed 6-0.

Recruitment Efforts and Compensation Plan

Presenter: Dr. Holly Keown

Notes: Dr. Keown presented the current recruitment efforts in CISD and recommended updates to the compensation plan to help those recruitment efforts, including an MOU with Dallas College, a Master's program cohort, clinical teaching, and the Grow Your Own teacher program.

The board voted to table the master's program until a later date. Vote passed 6-0.

A motion was made by Dr. Sharon Long and seconded by Amy Barber that we approve the Compensation Plan and Clinical teaching aspects as presented tonight, but table the Master's program until a later date. Motion passed 6-0.

<u>Purchasing Cooperatives & Rebates for FY 2022</u>
Presenter: Mike White
Notes: Mr. White seeks the approval of the purchasing cooperatives and rebates for the 2022 fiscal year.

A motion was made by Ryan Eskridge and seconded by Stacie Warren to approve the purchasing cooperatives and rebates. Motion passed 6-0.

MONTHLY FINANCIALS
Presenter: Mike White
Notes: Mike White reviews the following:

- Statement of Revenues, Expenditures, and Changes in Fund Balance
- Tax Collection Report
- Monthly Investment Report

Both Action Items were moved up from the end to accommodate the audience.

Assistant Principals were present at tonight's Board Meeting and Mr. Moore presented a quick introduction of each AP.

Mr. Harrell recognized Coach Hardin for the recent playoff victory and for his leadership throughout the year.

Dr. Long makes a motion to adjourn.

ADJOURNMENT TIME: 9:24 PM

Approved as submitted on December 12, 2022.

_____   _____
Rick Harrell, President   Jennifer Hiser, Secretary

Crandall Independent School District
Board of Trustees

Board Meeting Date: December 12, 2022

Agenda Item: 2023-2024 Course Approval

Agenda Section: Consent

Administrator Responsible: Dr. Carri Eddy

Summary/Background Information: Board approval of the additional requested CTE courses will allow the district to better align our Programs of Study to meet TEA requirements without requiring any additional staff.

Administrative Recommendation: Administration seeks approval of the additional requested CTE courses for the 2023-24 school year.

2023-24 New Course Request

CTE Course	Credit	Course Description	TEA Course Code
Robotics II	1.0	In Robotics II, students will explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs.	13037050
Principles of Architecture	1.0	This course provides an overview to the various fields of architecture, interior design, and construction management. Students will develop professional skills; investigate career opportunities and the skills necessary to work in this industry. Course studies will include project planning, hand-drawing, reading plans, identifying appropriate materials, creating models and portfolio development. Students will earn the OSHA 10- hour certification, Microsoft Word and PowerPoint Certifications.	13004210
Imaging Technology II	2.0	The Imaging Technology II Clinical course provides students with the opportunity to build upon the knowledge learned in Introduction to Imaging Technology and Imaging Technology I. The course prepares students to take the Limited Medical Radiologic Technician Licensing Exam (LMRT) by increasing their depth of knowledge in anatomy, radiology-based physics, positioning, radiation protection, radiation biology, patient care, ethics, imaging techniques, correcting imaging errors, image storage, and equipment while participating in clinical rotations. Additionally, students will identify errors within the radiographic image and describe how to correct the errors. Imaging Technology II Clinical incorporates a clinical component that allows students to gain hands-on experience.	N1302131
Virtual Business	0.5	Virtual Business focuses on virtual (e-commerce) business development and establishing a web presence. Students continue their pursuit of Microsoft Office and additional industry recognized certifications.	13012000
Global Business	0.5	Global Business is designed for students to analyze global trade theories, international monetary systems, trade policies, politics, and laws relating to global business as well as cultural issues, logistics, and international human resource management.	13011800

Human Resources Management	0.5	Human Resources Management is designed to familiarize students with the concepts related to human resource management, including legal requirements, recruitment, and employee selection methods, and employee development and evaluation. Students will also become familiar with compensation and benefits programs as well as workplace safety, employee-management relations, and the impact of global events on human resources management.	13011900
Building Maintenance I	2.0	The Building Maintenance Technology course will focus on all aspects of the construction industry from health and safety to the tools that every construction professional needs in their collection. Students will learn about the various roles in the industry as well as job outlooks, educational and experiential requirements, and salary information. Some activities will focus on career exploration to discover career options that best align with interests and talents. Students will learn basic construction math and how it is applied during design and building phases of projects. They will learn specifics about carpentry, construction drawings, framing floor systems, framing walls, and framing roofs. Throughout, they will establish a foundation for what opportunities exist for them in the industry.	13005400
Building Maintenance II	2.0	The Building Maintenance Technology II course will focus on construction component, masonry skills, and OSHA. Students will learn about the various masonry and concrete skills as well as safety measures. Some activities will focus on real-world application of learned skills with hands on components. Students will learn about erecting, plumbing, and bracing in relation to concrete as well as laying masonry units. Finally, students will learn important science skills for the construction industry and prepare for OSHA 30-hour certification.	13005500
Introduction to Cosmetology	1.0	In Introduction to Cosmetology, students explore careers in the cosmetology industry. To prepare for success, students must have academic and technical knowledge and skills relative to the industry. Students may begin to earn hours toward state licensing requirements.	13025100
Practicum in Law, Public Safety, Corrections, and Security	2.0	The Practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations related to the Criminal Justice System. Students will be required to uphold the highest standards in relation to job ethics and professional demeanor.	13030100

Crandall Independent School District
Board of Trustees

Board Meeting Date: December 12, 2022

Agenda Item: R10 ESC Multi-Region Purchasing Co-op

Agenda Section: Consent

Administrator Responsible: Mike White

Summary/Background Information: This Interlocal Agreement will allow the District to use Student Nutrition contracts with vendors that the Region 10 Education Service Center Multi-Region Purchasing Cooperative has in place. This practice would allow for purchases at anticipated cost savings beneficial to the District. Membership in the Region 10 Education Service Center Multi-Region Purchasing Cooperative has no annual membership fee. The interlocal agreement requires annual renewal.

Administrative Recommendation: It is recommended that the Interlocal Agreement between the Region 10 Education Service Center Multi-Region Purchasing Cooperative and Crandall Independent School District be approved.

This Interlocal Agreement (hereinafter the "Agreement") is entered into by and between the agencies shown below as contracting parties for a single-year term, in accordance with the section entitled "Membership Term" below. The Member Contracting Entity (CE) shall be responsible for paying any vendors invoices for goods and services purchased by CE through the effective termination date.

Contracting Parties

Region 10 Education Service Center	**057-950**	
Fiscal Agent/Coordinating Entity	County District Number	
Crandall- ISD	**122901**	**00681**
District/Contracting Entity (CE)	CE County District Number	TX-UNPS CE ID

STATEMENT OF SERVICE'S TO BE PERFORMED

The Region 10 Multi-Region Purchasing Cooperative (hereinafter the "R10MRPC") organizes and administers the child nutrition cooperative purchasing and commodity processing program for CEs located in the state of Texas. Authority for such service is granted by Section 8.053 of the Texas Education Code, Chapter 791 of the Texas Government Code, and Chapter 271, Subchapter F, of the Texas Local Government Code. The goal of the cooperative is to obtain substantial savings on food service items through volume purchasing. The R10MRPC does not charge a membership fee.

MEMBERSHIP:

Membership is a single-year term in the R10MRPC. The R10MRPC procures a variety of formal, competitive requests for proposals (RFP's) to assist CEs with their fiscal budgetary needs. CEs have the option to commit to any bid(s) that best fits their needs. Members are required to select from a list of offered bids, which is seen as a commitment to purchase from the R10MRPC awarded vendor(s). Prior to the release of any formal solicitation or bid renewal, members are required to provide estimated quantities/forecast for each product they plan to purchase on each bid selected, although R10MRPC makes no guarantees of quantities to any vendor. Currently the following formally procured bids are offered:

1. USDA Foods for Further Processing (USDA Processed Commodities)
2. Full-Line Grocery Distributor (to include processed commodities)
3. Manufacturer Direct-to-District Delivery (commercial foods; approval required)
4. Small Wares
5. Kitchen Chemicals & Cleaning Products (products)
6. Sanitation System & Safety Training (services)
7. Fresh Produce & Raw Meats
8. Fresh Bread
9. Milk Full-Service Delivery
10. Ice Cream Novelties
11. Chips and Snacks
12. Beverages (contained)
13. Dispensed Fruit Beverages
14. Coffee Bar Products

LIMITATION OF AGREEMENT:

The R10MRPC reviews this Agreement each year to ensure compliance with United States Department of Agriculture (USDA) and Texas Department of Agriculture (TDA) regulations. If, following such review, the R10MRPC discovers that any provision contained herein is not in accordance with USDA and TDA regulation, R10MRPC will have 30 days to make all necessary updates and require that each CE sign a new Agreement. If R10MRPC does not amend the provision within the given timeframe, the CE may terminate this agreement on 10 days' written notice to R10MRPC. Child Nutrition Federal Funds are governed by USDA and TDA, therefore, if any conflicts between the procurement requirements set forth in EDGAR and those required by TDA/USDA exist, those required by TDA/USDA will apply to any solicitations when CN Federal Funds will be used for purchasing.

GENERAL PROVISIONS:

1. The Parties agree to comply with all applicable federal, state, and local statutes, ordinances, rules, and regulations in connection with the procurement activities and programs contemplated under this Agreement. This Agreement is subject to all applicable present and future valid laws governing such programs.

2. This Agreement shall be governed by the law of the State of Texas and venue for any dispute resolution shall be in the county in which the administrative offices of Region 10 ESC are located, which is currently Dallas County, Texas.

3. The R10MRPC reserves the right, but is not obligated, to add additional members and allow participation, because adding a CE may "materially changes the existing contract(s)" and, thereby, require rebidding of said contract(s). Consequently, the CE may not be permitted to participate in those affected contracts to avoid rebidding and possibly negatively affecting the membership in place at the time of the current contract(s) award. The membership of a new CE may become effective upon any new bids, rebids being awarded, new fiscal year, or as permitted at the sole discretion of the R10MRPC.

4. This Agreement and any addenda executed by the parties contains the entire agreement of the Parties hereto with respect to the matters covered by its terms, and it may not be modified in any manner without the express written consent of both Parties. Modifications may be required by law or regulation, which shall require action by the R10MRPC and the CE. Failure to act by either party, within a reasonable period, on legally required modifications shall constitute good cause to terminate this Agreement effective upon written notification to the other party.

5. If any term(s) or provision(s) of this Agreement are held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the provisions of this Agreement shall remain in full force and effect.

6. Before any Party may resort to litigation, any claims, disputes, or other matters in question between the Parties to this Agreement shall be submitted to nonbinding mediation. The selection of the mediator shall be mutually agreed upon, and the costs for such mediation borne equally between the Parties.

7. No Party to this Agreement waives or relinquishes any immunity or defense on behalf of itself, its trustees, directors, officers, employees, and agents, because of its execution of this Agreement or the performance of the functions and obligations set forth herein.

8. All parts of this Agreement, when executed by both Parties, are binding upon the Parties, and may be changed only by written agreement executed by authorized representatives of the Parties.

9. In accordance with USDA Federal Regulations and TDA Administrator's Reference Manual (ARM) Section 17, the R10MRPC is a Child Nutrition Program (CNP) Operator-Only Cooperative that is categorized as a "for profit cooperative". Per ARM Section 17, R10MRPC is required to return "unanticipated profits" to the CE. This Agreement allows R10MRPC to deduct the cost of services from the collected vendor fees and pay any remaining amount to members on a regular basis. The R10MRPC's "profit margin", for purposes of this Agreement, shall be defined as the revenue received by the R10MRPC through the charging of the vendor fees set forth in the "Membership Fees" section below minus the expenses to the R10MRPC to operate the cooperative. The Coordinating Entity shall retain the profit margin; however, any revenue received more than the profit margin ("unanticipated profit"), if any, shall be distributed to the R10MRPC's participating members by the Fiscal Agent.

10. This Agreement and any modification(s) may be executed in separate copies; however, the Agreement must be Board of Trustee approved and physically signed by both participating parties using a "physical signature." Electronic or typed signatures will not be accepted. This Agreement may be exchanged and/or transmitted electronically via fax or scanned email. Proof of Board approval acceptable to R10MRPC must be submitted along with completed and signed Agreement.

Membership Term. This Agreement shall be for a one-year term unless sooner terminated in accordance with the provisions of this Agreement. The conditions set forth in this Agreement shall apply to this single-year term. The Agreement year for each purchasing cooperative program commences on July 1st and will extend through June 30th of the following calendar year.

Membership Fees. No membership fee shall be directly charged to participating members of the R10MRPC.

The United States Department of Agriculture does not allow federal funds received by ESC Child Nutrition components to be used to support purchasing cooperatives. Therefore, the R10MRPC is a fully self-funded entity through a "Vendor Participation Fee" on all commercial sales. This fee is collected directly from the awarded vendors in the fixed amount of .0085 for every $1.00 of revenue. R10MRPC "does not charge" any fees to the Commodity Processors. All fees are used to cover expenses related to the administration, direct operation, and growth in services or software programs offered by the Cooperative to the members that benefit their foodservice operation. CEs, even though they may incur these fees indirectly, pay no direct fee to R10MRPC for participation.

The parties agree that the payments under this Agreement and any related exhibits and documents are amounts that fairly compensate Coordinating Entity for the services or functions to be performed under the Agreement.

Authorization to Participate. The R10MRPC and each CE represents and warrants, by the execution and delivery of the Interlocal Agreement, that they have obtained all requisite authority through governing board action to enter and perform the terms of this Agreement. Proof of Board approval acceptable to R10MRPC is required.

Cooperation and Access. Each party agrees that it will cooperate with any reasonable requests for information and/or records made by the other party. Each party reserves the right to audit the relevant records of the other party during

normal working hours. Any breach of this Article shall be considered material and shall make the Agreement subject to termination on ten (10) days written notice to the CE.

Primary and Secondary Contact. The CE agrees to appoint a primary and secondary contact who shall have express authority to represent and bind the CE, and R10MRPC will not be required to contact any other individual regarding program matters. Any notice to a primary or secondary contact shall be binding upon the CE. The CE reserves the right to change the contacts as needed by giving written notice to R10MRPC. Such notice is not effective until actual receipt by R10MRPC.

Defense and Prosecution of Claims. The CE authorizes the Fiscal Agent, only with respect to matters arising out of or contemplated by this Agreement: (1) to control the commencement, defense, intervention or participation in a judicial, administrative or other governmental proceeding; (2) to represent the R10MRPC in an arbitration, mediation, or any other form of alternative dispute resolution; (3) to represent the R10MRPC in any other appearance necessary to protect the rights of the R10MRPC relating to actions concerning any past or current CE, including any appearances and actions in litigation, claim or dispute; and (4) to engage legal counsel and appropriate experts that, in the Fiscal Agent's sole discretion, will assist with such defense or prosecution of any action or claim in matters arising out of this Agreement. The CE does hereby agree that any suit brought against R10MRPC, the Fiscal Agent, or a R10MRPC or Fiscal Agent employee or agent may be defended in the name of R10MRPC, Region 10 Education Service Center, or the CE by the counsel selected by the Fiscal Agent, in its sole discretion, or its designee, on behalf of and at the expense of the R10MRPC as necessary for the prosecution or defense of any litigation or claim. Full cooperation by the CE shall be extended to supplying any information needed or requested by the Fiscal Agent or R10MRPC in such prosecution or defense. Subject to specific revocation, the CE hereby designates the Fiscal Agent to act as a class representative on its behalf in matters arising out of this Agreement.

Governance. R10MRPC shall be governed by the Fiscal Agent's Board of Trustees (hereinafter the "Board") in accordance with applicable law and regulation. Procurement processes and procedures are governed by applicable law and regulation.

Limitations of Liability. The Fiscal Agent, its endorsers and servicing contactors, do not warrant that the operation or use of R10MRPC services will be uninterrupted or error free. The Fiscal Agent, its endorsers and servicing contractors, hereby disclaim any and all warranties, express or implied, regarding any information, product or service furnished under this Agreement, including without limitation, any and all implied warranties of merchantability or fitness for a particular purpose. The Parties agree that regarding all causes of action arising out of or relating to this Agreement, neither Party shall be liable to the other under any circumstances for special, incidental, consequential, or exemplary damages, even if it has been advised of the possibility of such damages.

Notice. Any written notice to the R10MRPC or the Fiscal Agent shall be made by: first class mail, postage prepaid and delivered to the Multi-Region Purchasing Cooperative, Region 10 Education Service Center, 400 E Spring Valley Rd, Richardson, TX 75081-1300; faxed to 972 348-1449, Attn: Keri Warnick (contact person); or emailed to keri.warnick@region10.org with a copy to sue.hayes@region10.org.

Acceptance of USDA Foods Sent for Further Processing. The R10MRPC, through the Fiscal Agent, is granted the right to issue a cooperative bid/proposal (RFP) for the processing of selected commodity foods donated by participating

members. The R10MRPC, through the Fiscal Agent, is further granted the right to enter into a Contract for Services with the processor(s) receiving the processing award(s) for agreed upon processed end-products, for the purpose of executing a service agreement on behalf of participating members. Participating members will have the right and responsibility to accept the processed end-product(s) for the life of the contract between R10MRPC, through the Fiscal Agent, and the processor for all commodity foods donated to, and for which processing was subsequently procured through, the R10MRPC. Excess commodities may be distributed according to USDA or TDA regulation and guidance.

Payment for Goods. Each Party, paying for any goods or services under this Agreement or related to this Agreement, must pay for such goods and services from available current revenues only.

PARTY ROLES AND RESPONSIBILITIES:

Role of the R10MRPC, through the Fiscal Agent:
1. Provide for the organizational and administrative structure of the program.
2. Provide staff time necessary for efficient operation of the program.
3. Provide procurement trainings as group or on an individual basis if requested.
4. Provide guidance and assistance or templates for the school's Procurement Procedures Manual and Code of Conduct Manual if requested.
5. The R10MRPC shall coordinate the Competitive Procurement Process for all Awarded Contracts through use of the Formal Procurement method of Requests for Proposals (RFP).
6. The R10MRPC shall follow the local, State, and Federal procurement guidelines as listed below:
    a. United States Department (USDA) Code of Federal Regulations (2 CFR) parts 200.318-200.327 and Appendix II
    b. Texas Department of Agriculture's (TDA) Administrator's Reference Manual (ARM) Sections 16 and 17, 17a, 17b, and 17c.
    c. Requiring Board of Directors' approval on all R10MRPC bid award recommendations.
    d. Texas Education Code 44.031 relating to purchasing contracts.
    e. Education Department General Administrative Regulations (EDGAR) as the guidelines pertain to Purchasing Cooperatives' procuring on behalf of its CEs. Currently EDGAR refers and requires Child Nutrition Food Purchasing Cooperatives to adhere to 2 CFR 200.318-200.327
    f. Form 1295 will be required to be filled out and filed with the Texas Ethics Commission by all awarded vendors and will be managed by the Fiscal Agent's Business Office.
7. Send solicitations for the Further Processing of USDA foods to all companies found on the TDA "Approved List of Vendors" without limitations.
8. Enter into a detailed agreement with distributors that provide the distribution of processed end-products containing USDA Foods that includes language to ensure proper resolution of errors such as data, pricing, product, reports, etc.
9. Do the following regarding USDA Foods:
    a. Track and assist CEs with management of their USDA Foods inventory balances to ensure compliance with TDA and USDA Foods inventory requirements.
    b. Assist CEs with Sales Verifications of end products sold through a distributor, including but not limited to verification of rebates, discounts, and credits.
    c. Assist CEs with the utilization of carryover pounds to avoid swept inventory.

d. Provide CEs with information on commodity processing, including, but not limited to, anticipated delivery dates, product recalls or production issues, discontinued products, and replacement recommendations.

e. Make all surveys open to the CEs as surveys are opened by TDA.

f. Provide the list of commodity items to CEs for purposes of obtaining quantity requests. This is done using an online software program.

g. Receive quantity requests from CEs for commodity processing through district entries into the online software and prepare appropriate quantity totals by item.

h. Provide a delivery schedule, on behalf of each CE, for all selected USDA Foods for Further Processing to each processor and distributor based on information collected from each CE.

10. The R10MRPC assumes no responsibility for failure of delivery by vendors, however, the R10MRPC will assist all CEs with service and product quality issues to ensure all vendors adhere to the terms and conditions of the awarded contract.

11. Initiate and implement activities related to the bidding and vendor selection process. Competitive bidding procedures for Texas public schools using Child Nutrition federal funds will be strictly followed.

12. Provide CEs with procedures for ordering, delivery, and billing.

13. Mediate problems/concerns between vendors and CEs.

14. Provide Ces access to all records, reports, and documents to ensure rebates, discounts and other applicable credits will accrue to the CE.

15. Make available or provide easy access to all procurement documents created and received for each awarded RFP and vendor, as required and in compliance with State Agency Administrative and Procurement Reviews.

16. Act ethically always and in accordance with all federal, state, and local guidelines.

17. Create and monitor/host an Advisory Committee. The Advisory Committee is a voluntary member committee with a 2-year commitment that meets quarterly. The Committee goals are to act as liaison between R10MRPC and the membership base if needed, communicate information received from TDA to R10MRPC as necessary, and review or sample products to assist in the streamlining of offered bid awards and best products.

Role of the CE:

1. Commit to the General Provisions and Roles and Responsibilities of this Agreement by authorization of its governing body (School Board of Trustees) and by execution by an approved foodservice employee in the appropriate spaces on the attached form (physical signature copy must be provided to R10MRPC promptly following CE execution).

2. Designate a primary and secondary contact.

3. Commit to purchasing on selected bid categories on an as needed basis.

4. Provide an estimated quantity for each of the products desired through use of the online required software or as requested by the Program Coordinator during any single-year term of Participation.

5. Comply with all USDA and TDA regulations, including, but not limited to, Roles and Responsibilities for Further Processing of USDA Foods or any other Annual Agreement per USDA or TDA.

6. Prepare purchase orders issued to the appropriate vendor from the official award list provided by R10MRPC.

7. Accept shipments of products ordered from vendors in accordance with standard purchasing procedures.

8. Address product warranties and product qualities with manufacturer.

9. Pay vendors net amount due within agreed upon terms after receipt of a correct monthly statement.

10. Participate in bid evaluation committees for the bid's that the CE is utilizing. Evaluation committee meetings will include, but not be limited to, face-to-face group meetings, online voting, or any other form of participation as requested by the R10MRPC.

11. Act ethically always and in accordance with all Federal, State, and local guidelines, as well as R10MRPC Member Roles. The R10MRPC shares information with participating members that at times is considered confidential and proprietary. Members may be asked to sign Non-Disclosure Agreements and agree to adhere to the terms set forth in those agreements. Future membership in the R10MRPC may be jeopardized based on unethical handling of sensitive R10MRPC and/or vendor information.

12. Attend R10MRPC meetings and training classes to stay informed of the cooperative's processes and services offered. Training classes are specific to some of the "tools" offered by R10MRPC. Attending meetings and classes helps ensure your success as a CE in the R10MRPC.

13. Participates in a Member Advisory Committee through selection or appointment. The Member Advisory Committee is a small committee of R10MRPC participating members formed every 2 years. The Advisory Committee serves as the liaison for all participating members when a conflict or concern arises regarding R10MRPC if needed, and annually reviews all procurement practices by the R10MRPC to ensure compliance in all areas, along with other tasks.

14. The following roles will apply to participating members who commit entitlement dollars for the USDA processed commodity foods:
    a. The CE shall access the Texas Unified Nutrition Program System (TX-UNPS) Food Distribution Program (FDP) Module on a regular basis to effectively manage USDA Foods entitlement, food requests, allocations, and as applicable, storage and delivery of USDA Foods from assigned state-contracted warehouse.
    b. The CE shall track and manage USDA Foods inventory balances to ensure compliance with TDA and USDA Foods inventory requirements, i.e., inventory levels shall not exceed a six (6) month supply at any given time; access processor tracking systems (K12 Foodservice, ProcessorLink, Lunchline Inc., or other) on a regular basis; and report inventory issues to R10MRPC.
    c. The CE shall conduct Sales Verifications of end-products sold through a distributor, including but not limited to verification of rebates, discounts, and credits.
    d. The CE shall maintain copies of the original Child Nutrition ("CN") Label from the product, carton; or a photograph of the CN Label as it appears on the original product carton if available.
    e. The CE shall attend and/or access online trainings provided by TDA on the management of the USDA Foods program to obtain the latest information on the program.

BID PARTICIPATION SELECTIONS for SY 2023-2024

The following Bid Participation agreement, as an integrated part of the Agreement, is entered into by and between the District/CE, as indicated below, and Region 10 Multi-Region Purchasing Cooperative (R10MRPC) for participation in one or more of the R10MRPC awarded bids. This agreement is a single-term agreement effective July 1, 2023, through June 30, 2024.

The R10MRPC formally procures several competitive RFPs (Request for Proposals) on behalf of all participating members. Each CE member is required to complete this Bid Participation Agreement and forecast all products planned for purchase if they wish to utilize the R10MRPC awarded bids during the term of this agreement.

To help the R10MRPC represent the most accurate information to potential bidders, *__please place a check mark to the left of each bid listed below that you "plan" to use during the SY 2023-2024__*. Each RFP is explained on the next page to assist you in the best decision as to which bid(s) best fit your needs. The R10MRPC does not guarantee any vendor that any item will be purchased, however, CE members should seriously consider each selected bid as member forecasting of each product planned on each selected bid is required prior to the release of a new bid or renewal bid.

✔	Full-Line Grocery, NOI/FFS Distributor	☐	Dispensed Fruit Beverages
✔	USDA Foods For Further Processing	☐	Chips & Snacks
✔	Milk: Full-Service Delivery	✔	Fresh Meats and Produce
✔	Fresh Bread	✔	Small Wares
✔	Ice Cream Novelties	☐	Kitchen Chemicals & Cleaning Supplies
✔	Beverages (container)	☐	Sanitation Systems & Safety Training
☐	Manufacturer Direct-to-District (commercial foods) – requires MRPC approval	☐	Coffee Bar Products

Please provide us with your district main address as listed on your website or in directory:

Crandall ISD
District Name

Crandall ISD / Administration
Campus/Bldg. Name

400 W. Lewis ST
Street Number & Name

Crandall
City

Tx
State

75114
Zip Code

Interlocal Agreement for SY 2023-2024
Signature and Authorization Form

By signing this page, the CE confirms entering into agreement with Region 10 Education Service Center, as the Fiscal Agent and Coordinating Entity for the R10MRPC, in accordance with all Agreement terms, Membership Roles and Responsibilities, and Bid Participation selection(s) as stated on pages 3-10 and indicated on page 11.

As of July 1, 2023, Crandall ISD 00681   and the Region 10 Education Service Center/Fiscal
District Name/Contracting Entity (CE)

As the authorized Agent for the Board of Trustees of CE, I do hereby execute and enter into this Interlocal Agreement, including Bid Participation, on behalf of CE and intend CE to be bound by the provisions set forth herein for a single-year term, unless otherwise terminated by either party in accordance with the terms set forth in the Agreement. Physical signatures are required, typed or digital signatures will not be accepted.

Crandall ISD	Region 10	6056
District/CE Name	ESC Region	2022-2023 Enrollment
8	Kaufman	
# Of Participating Campuses	County/Counties in Which Campuses are Located	
Timothy Davis	x	12-2-2022
Printed Name: Primary Foodservice Contact	Signature: Primary Foodservice Contact	Date Signed
tdavis@crandall-isd.net		(972)427-6000 Ext 60097
Email: Primary Contact		Phone: Primary Contact
Amy Mitchell	amitchell@crandall-isd.net	
Printed Name: Secondary Foodservice Contact	Email: Secondary Foodservice Contact	
(972)427-6000 Ext 60098		
Phone: Secondary Foodservice Contact		

Board of Director Approval: Signature or Attached Meeting Minutes are acceptable.

_____
Printed Name: Authorized Board Director

x _____   _____
Signature: Authorized Board Director   Date Signed

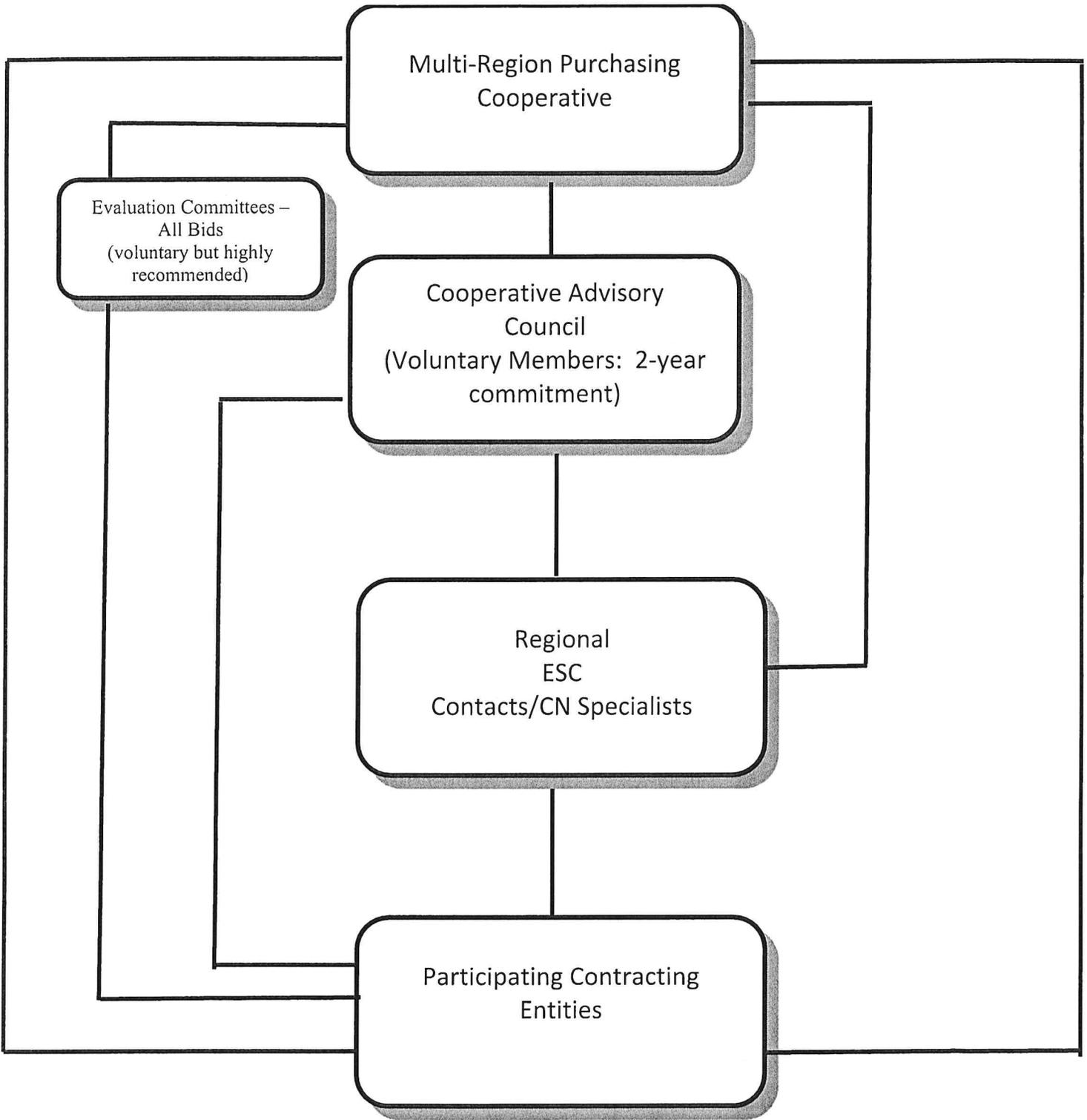|	Keri Warnick	
R10MRPC Authorized Signature	R10MRPC Contact Person	Date Signed
Program Coordinator	972-348-1448	
Title of Contact Person	Office Phone	

Bids Overview

Each year awarded bids are either renewed, if options are available, or released as new based on factors such as no remaining renewal options, material change in contract value, growth in cooperative membership participation, too many discontinuations or new items to consider, or restructuring of the areas to be serviced in the cooperative. The following is the list of RFP's that will be offered in SY23-24 and information if they will be new or renewed.

Bid Category	Bid Description	SY22-23 RFP #	Will This Bid Be Renewed?	Vendors To Be Renewed	Contract Year in SY23-24
Beverages - Container	Drinks in containers such as Coke, Dr Pepper, Gatorade, Water, etc....that meet Smart Snack and/or used for before or after school events if managed by foodservice	2022-01-12'	Yes	Coca Cola; Dr Pepper; Master's Distribution	2 of 5
Chips & Snacks	Smart Snack approved chips and snacks for a' la carte sales	2022-02-13'	Yes	Master's Distribution	2 of 5
Coffee Bar	Cold contained coffees, coffee beans or grounds, syrups, etc.... for Coffee Bars. Smart Snack compliant	2022-10	No	New Bid	1 of 5
Dispensed Fruit Beverages	100% dispensed fruit slush beverages, awarded company provides dispensing machine and product.	2021-11	Yes	Trident Beverage	3 of 5
Fresh Bread	Direct delivery from bread vendor to campuses. Fresh bread products	2021-04	No	New Bid	1 of 5
Fresh Produce & Raw Meats	Fresh produce and raw meats; produce held to weekly market price	2021-06	Yes	Brother's Food Service; Farmers Market Ft Worth; R Craig Stephens; Walnut Creek Farms	3 of 5
Full-Line Grocery, NOI & FFS	Main-line distributor of commercial foods, processed commodity foods, fresh produce, and non-food foodservice items.	2021-02	Yes	Labatt	3 of 5

Bid Category	Bid Description	SY22-23 RFP #	Will This Bid Be Renewed?	Vendors To Be Renewed	Contract Year in SY23-24
Ice Cream	Frozen Ice Cream novelties, delivered directly from vendor, smart snack compliant	2021-05	Yes	Blue Bonnet, Klement Distribution, Yumi Ice Cream	3 of 5
Kitchen Chemicals & Cleaning Supplies	Kitchen and cafeteria cleaning supplies such as chemicals, mops, gloves, as well as testing kits, etc....	2022-08	Yes	Complete Supply, Eco Lab, Kirby	2 of 5
Manufacturer Direct-to-District	Direct delivery in large quantities to approved CEs of commercial foods only. Must have a loading dock and ability to unload the truck and store large minimum drops of food product.	2021-08	No	New Bid	1 of 5
Milk - Full Service Delivery	Milk delivery, rotate and restock of needed products, milk boxes supplied if needed by some vendors	2021-03	No	New Bid	1 of 5
Sanitation Systems & Safety Training	Sanitation System, monthly visit from rep to restock needed sanitation products; staff training and safety training classes available	2021-15	Yes	SFS PortionPac; Sanitech	3 of 5
Small Wares	All types of small wares for foodservice needs	2022-09	Yes	Ace Mart, Pasco, Sam Tell & Son, Strategic Equipment	2 of 5
USDA Foods for Further Processing	Processed USDA foods to be received through direct delivery, distributor or contracted warehouse	2021-22	Yes	Multiple processors approved by TDA	1 of 5

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│  Multi-Region Purchasing │
│       Cooperative        │
└─────────────────────────┘

┌──────────────────────┐        ┌─────────────────────────┐
│ Evaluation Committees – │      │   Cooperative Advisory   │
│      All Bids          │       │        Council           │
│ (voluntary but highly  │       │ (Voluntary Members: 2-year│
│    recommended)        │       │      commitment)         │
└──────────────────────┘        └─────────────────────────┘

                                ┌─────────────────────────┐
                                │        Regional          │
                                │          ESC             │
                                │  Contacts/CN Specialists │
                                └─────────────────────────┘

                                ┌─────────────────────────┐
                                │ Participating Contracting │
                                │        Entities          │
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Crandall Independent School District
Board of Trustees

Board Meeting Date: December 12, 2022

Agenda Item: Policy Update 118

Agenda Section: Consent

Administrator Responsible: Dr. Holly Keown

Summary/Background Information: Approval for local policy updates for policies:

CFD(LOCAL) ACCOUNTING: ACTIVITY FUNDS MANAGEMENT
CQB(LOCAL) TECHNOLOGY RESOURCES: CYBERSECURITY
DFE(LOCAL) TERMINATION OF EMPLOYMENT: RESIGNATION
DP(LOCAL) PERSONNEL POSITIONS
EHAA(LOCAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)
EHBC(LOCAL) SPECIAL PROGRAMS: COMPENSATORY/ACCELERATED SERVICES
EIE(LOCAL) ACADEMIC ACHIEVEMENT: RETENTION AND PROMOTION
FDE(LOCAL) ADMISSIONS: SCHOOL SAFETY TRANSFERS
FEA(LOCAL) ATTENDANCE: COMPULSORY ATTENDANCE
FEC(LOCAL) ATTENDANCE: ATTENDANCE FOR CREDIT
FFG(LOCAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT
FL(LOCAL) STUDENT RECORDS

The following documents contain the proposed changes. Text in color will indicate the addition to the policy.

Administrative Recommendation: Administration seeks board approval for Policy 118 changes.

CFD(LOCAL): ACCOUNTING - ACTIVITY FUNDS MANAGEMENT

CQB(LOCAL): TECHNOLOGY RESOURCES - CYBERSECURITY

DFE(LOCAL): TERMINATION OF EMPLOYMENT - RESIGNATION

DP(LOCAL): PERSONNEL POSITIONS

EHAA(LOCAL): BASIC INSTRUCTIONAL PROGRAM - REQUIRED INSTRUCTION (ALL LEVELS)

EHBC(LOCAL): SPECIAL PROGRAMS - COMPENSATORY/ACCELERATED SERVICES

EIE(LOCAL): ACADEMIC ACHIEVEMENT - RETENTION AND PROMOTION

FDE(LOCAL): ADMISSIONS - SCHOOL SAFETY TRANSFERS

FEA(LOCAL): ATTENDANCE - COMPULSORY ATTENDANCE

FEC(LOCAL): ATTENDANCE - ATTENDANCE FOR CREDIT

FFG(LOCAL): STUDENT WELFARE - CHILD ABUSE AND NEGLECT

FL(LOCAL): STUDENT RECORDS

Policy Reference Manual
Update 118

Update 118 revisions to legal policies are described in the update Explanatory Notes.

The *Policy Reference Manual* is a comprehensive collection of federal and state statutes and regulations, case law, attorney general opinions, and commissioner's decisions affecting Texas school districts. As such, it is an excellent reference document that recites a broad array of legal requirements, many of which apply to all districts, others to only a certain few. For this reason, these (LEGAL) policies are not suitable for incorporation in localized policy manuals.

PLEASE NOTE: This information is provided for educational purposes only to facilitate a general understanding of the law or other regulatory matter. This information is neither an exhaustive treatment on the subject nor is this intended to substitute for the advice of an attorney or other professional adviser. Consult with your attorney or professional adviser to apply these principles to specific fact situations.

If you have any questions concerning this update or the *TASB Policy Reference Manual*, please call 800-580-7529 or 512-467-0222.

Instruction Sheet
TASB Policy Reference Manual Update 118

Policy Reference Manual

Code	Type	Action To Be Taken	Note
ATTN	(NOTE)	No policy enclosed	See explanatory note
A	(LEGAL)	Replace table of contents	Revised table of contents
AE	(LEGAL)	Replace policy	Revised policy
AG	(LEGAL)	Replace policy	Revised policy
AIA	(LEGAL)	Replace policy	Revised policy
AIB	(LEGAL)	Replace policy	Revised policy
AIC	(LEGAL)	Replace policy	Revised policy
AIE	(LEGAL)	ADD policy	See explanatory note
BA	(LEGAL)	DELETE policy	See explanatory note
BAA	(LEGAL)	Replace policy	Revised policy
BBA	(LEGAL)	Replace policy	Revised policy
BBBA	(LEGAL)	Replace policy	Revised policy
BBBB	(LEGAL)	Replace policy	Revised policy
BBBD	(LEGAL)	Replace policy	Revised policy
BBD	(LEGAL)	Replace policy	Revised policy
BBFA	(LEGAL)	Replace policy	Revised policy
BDF	(LEGAL)	Replace policy	Revised policy
CBA	(LEGAL)	Replace policy	Revised policy
CBB	(LEGAL)	Replace policy	Revised policy
CCG	(LEGAL)	Replace policy	Revised policy
CCGA	(LEGAL)	Replace policy	Revised policy
CCH	(LEGAL)	Replace policy	Revised policy
CDC	(LEGAL)	Replace policy	Revised policy
CE	(LEGAL)	Replace policy	Revised policy
CFA	(LEGAL)	Replace policy	Revised policy
CFC	(LEGAL)	Replace policy	Revised policy
CH	(LEGAL)	Replace policy	Revised policy
CHE	(LEGAL)	Replace policy	Revised policy
CHF	(LEGAL)	Replace policy	Revised policy
CHG	(LEGAL)	Replace policy	Revised policy
CHH	(LEGAL)	Replace policy	Revised policy
CK	(LEGAL)	Replace policy	Revised policy
CKA	(LEGAL)	Replace policy	Revised policy
CKB	(LEGAL)	Replace policy	Revised policy

Instruction Sheet
TASB Policy Reference Manual Update 118

Policy Reference Manual

Code	Type	Action To Be Taken	Note
CKC	(LEGAL)	Replace policy	Revised policy
CKD	(LEGAL)	Replace policy	Revised policy
CKE	(LEGAL)	Replace policy	Revised policy
CKEA	(LEGAL)	Replace policy	Revised policy
CKEB	(LEGAL)	Replace policy	Revised policy
CKEC	(LEGAL)	Replace policy	Revised policy
CLA	(LEGAL)	Replace policy	Revised policy
CLE	(LEGAL)	Replace policy	Revised policy
CMD	(LEGAL)	Replace policy	Revised policy
CNA	(LEGAL)	Replace policy	Revised policy
CNC	(LEGAL)	Replace policy	Revised policy
CO	(LEGAL)	Replace policy	Revised policy
CQ	(LEGAL)	Replace policy	Revised policy
CQA	(LEGAL)	Replace policy	Revised policy
CQB	(LEGAL)	Replace policy	Revised policy
CRD	(LEGAL)	Replace policy	Revised policy
CV	(LEGAL)	Replace policy	Revised policy
CVB	(LEGAL)	Replace policy	Revised policy
DBA	(LEGAL)	Replace policy	Revised policy
DC	(LEGAL)	Replace policy	Revised policy
DEA	(LEGAL)	Replace policy	Revised policy
DEAA	(LEGAL)	Replace policy	Revised policy
DEC	(LEGAL)	Replace policy	Revised policy
DECB	(LEGAL)	Replace policy	Revised policy
DFE	(LEGAL)	Replace policy	Revised policy
DG	(LEGAL)	Replace policy	Revised policy
DGC	(LEGAL)	Replace policy	Revised policy
DH	(LEGAL)	Replace policy	Revised policy
DIA	(LEGAL)	Replace policy	Revised policy
DMA	(LEGAL)	Replace policy	Revised policy
DP	(LEGAL)	Replace policy	Revised policy
E	(LEGAL)	Replace table of contents	Revised table of contents
EB	(LEGAL)	Replace policy	Revised policy
EEB	(LEGAL)	Replace policy	Revised policy

Instruction Sheet
TASB Policy Reference Manual Update 118

Policy Reference Manual

Code	Type	Action To Be Taken	Note
EEL	(LEGAL)	Replace policy	Revised policy
EF	(LEGAL)	Replace policy	Revised policy
EHA	(LEGAL)	Replace policy	Revised policy
EHAA	(LEGAL)	Replace policy	Revised policy
EHAD	(LEGAL)	Replace policy	Revised policy
EHBAB	(LEGAL)	Replace policy	Revised policy
EHBB	(LEGAL)	Replace policy	Revised policy
EHBC	(LEGAL)	Replace policy	Revised policy
EHBE	(LEGAL)	Replace policy	Revised policy
EHBF	(LEGAL)	Replace policy	Revised policy
EHBG	(LEGAL)	Replace policy	Revised policy
EHBK	(LEGAL)	Replace policy	Revised policy
EHDD	(LEGAL)	Replace policy	Revised policy
EI	(LEGAL)	Replace policy	Revised policy
EIE	(LEGAL)	Replace policy	Revised policy
EIF	(LEGAL)	Replace policy	Revised policy
EK	(LEGAL)	Replace policy	Revised policy
EKB	(LEGAL)	Replace policy	Revised policy
EKBA	(LEGAL)	Replace policy	Revised policy
EL	(LEGAL)	Replace policy	Revised policy
EMB	(LEGAL)	Replace policy	Revised policy
EMI	(LEGAL)	Replace policy	Revised policy
FD	(LEGAL)	Replace policy	Revised policy
FDA	(LEGAL)	Replace policy	Revised policy
FDAA	(LEGAL)	Replace policy	Revised policy
FDB	(LEGAL)	Replace policy	Revised policy
FDE	(LEGAL)	Replace policy	Revised policy
FEA	(LEGAL)	Replace policy	Revised policy
FEC	(LEGAL)	Replace policy	Revised policy
FED	(LEGAL)	Replace policy	Revised policy
FFAC	(LEGAL)	Replace policy	Revised policy
FFB	(LEGAL)	Replace policy	Revised policy
FFBA	(LEGAL)	Replace policy	Revised policy
FFEB	(LEGAL)	Replace policy	Revised policy

Instruction Sheet
TASB Policy Reference Manual Update 118

Policy Reference Manual

Code	Type	Action To Be Taken	Note
FFG	(LEGAL)	Replace policy	Revised policy
FFH	(LEGAL)	Replace policy	Revised policy
FFI	(LEGAL)	Replace policy	Revised policy
FL	(LEGAL)	Replace policy	Revised policy
FM	(LEGAL)	Replace policy	Revised policy
FNCD	(LEGAL)	Replace policy	Revised policy
FNCG	(LEGAL)	Replace policy	Revised policy
FNG	(LEGAL)	Replace policy	Revised policy
FOC	(LEGAL)	Replace policy	Revised policy
FOD	(LEGAL)	Replace policy	Revised policy
FOF	(LEGAL)	Replace policy	Revised policy
GBA	(LEGAL)	Replace policy	Revised policy
GBAA	(LEGAL)	Replace policy	Revised policy
GKA	(LEGAL)	Replace policy	Revised policy
GKD	(LEGAL)	Replace policy	Revised policy
GKE	(LEGAL)	Replace policy	Revised policy
GNB	(LEGAL)	Replace policy	Revised policy
GNC	(LEGAL)	Replace policy	Revised policy
GRB	(LEGAL)	Replace policy	Revised policy

Crandall ISD
129901

ACCOUNTING
ACTIVITY FUNDS MANAGEMENT

CFD
(LOCAL)

Fiduciary Responsibility

The Superintendent, principal, and sponsor, as applicable, shall be responsible for the proper administration of District and campus activity funds and student activity funds in accordance with state law and local policy, District approved accounting practices and procedures, and the Texas Education Agency (TEA) *Financial Accountability System Resource Guide*.

Student Activity Funds

The Superintendent or designee or designee shall ensure that student activity accounts are maintained to manage all class funds, organization funds, and any other funds raised and collected by student clubs or organizations from students for a school-related purpose. The principal or designee shall issue receipts for all funds prior to their deposit into the appropriate District account at the District depository.

Student activity funds shall be included in the annual audit of the District's fiscal accounts. [See CFC]

Use and Expenditure

Funds collected by student groups shall be used only for purposes authorized by the student club or organization. or upon approval of the sponsor. The principal and sponsor or designee shall manage and approve all disbursements. All funds raised by student organizations must be expended for the benefit of the students.

District and Campus Activity Funds

The Superintendent shall ensure District accounting practices and procedures address establish regulations governing the expenditure of District and campus activity funds generated from vending machines, rentals, gate receipts, concessions, and other local sources of revenue over which the District has direct control. Funds generated from such sources shall be expended for the benefit of the District or its students and shall be related to the District's educational purpose.

Approval

Approval from the immediate supervisor or designee shall be obtained prior to a disbursement being made to any employee, including the principal.

Carryover Funds

All funds shall be left in the appropriate account and each sponsoring group shall retain the carryover funds for the next fiscal year. If a club or an organization ceases to function or exist, the

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ACCOUNTING
ACTIVITY FUNDS MANAGEMENT

CFD
(LOCAL)

unexpended funds ~~of the organization~~ shall be credited to the appropriate administrative activity account.

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TECHNOLOGY RESOURCES
CYBERSECURITY

3

CQB
(LOCAL)

Plan

The District shall develop a cybersecurity plan to secure the District's cyberinfrastructure against a cyberattack or any other cybersecurity incidents, determine cybersecurity risk, and implement appropriate mitigation planning.

Coordinator

The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency (TEA) in cybersecurity matters and as required by law report to TEA breaches of system security.

Training

The Board delegates to the Superintendent the authority to:

1. Determine the cybersecurity training program to be used in the District; annually completed by each employee and Board member; and

2. Verify and report compliance with staff training requirements in accordance with guidance from the Department of Information Resources; and

2.3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.

The District shall complete periodic audits to ensure compliance with the cybersecurity training requirements.

Security Breach Notifications

Upon discovering or receiving notification of a breach of system security, the District shall disclose the breach to affected persons or entities in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:

1. Written notice.

2. Email, if the District has email addresses for the affected persons.

3. Conspicuous posting on the District's websites.

4. Publication through broadcast media.

The District District's cybersecurity coordinator shall disclose a breach involving sensitive, protected, or confidential student information as required by to TEA and parents in accordance with law.

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4

TERMINATION OF EMPLOYMENT
RESIGNATION

DFE
(LOCAL)

**General
Requirements**

All resignations shall be submitted in writing to the Superintendent or other person designated by Board action in accordance with this policydesignee. The employee shall give reasonable notice and shall include in the letter a statement of the reasons for resigning. A prepaid certified or registered letter of resignation shall be considered submitted upon mailing.

At-Will Employees

The Superintendent or designee shall be authorized to accept the resignation of an at-will employee at any time. The Superintendent may delegate to other administrators the authority to accept a resignation of an at-will employee.

Contract Employees

The Superintendent or other person designated by Board actiondesignee shall be authorized to receive a contract employee's resignation effective at the end of the school year or submitted after the last day of the school year and before the penalty-free resignation date. If an employee provides a resignation to a supervisor who has not been designated by the Board to accept resignations, the supervisor shall instruct the employee to submit the resignation to the Superintendent or other person designated by Board action. The resignation requires no further action by the District and is accepted upon receipt by the Superintendent or other person designated by Board action.

The Superintendent or other person designated by Board action shall be authorized to accept a contract employee's resignation submitted or effective at any other time. If an employee provides a resignation to a supervisor who has not been designated by the Board to accept resignations, the supervisor shall instruct the employee to submit the resignation to the Superintendent or other person designated by Board action. The Superintendent or other person designated by Board actionThe Superintendent or other Board designee shall either accept the resignation or submit the matter to the Board in order to pursue sanctions allowed by law.

Withdrawal of
Resignation

Once submitted and accepted, the resignation of a contract employee may not be withdrawn without consent of the Board.

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BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ALL LEVELS)

EHAA
(LOCAL)

Human Sexuality Instruction

The following process shall apply regarding the adoption of curriculum materials for the district's human sexuality instruction:

1. The Board shall adopt a resolution convening the District's school health advisory council (SHAC) to recommend curriculum materials for the instruction.

2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.

3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.

4. The SHAC shall present its recommendations to the Board at a public meeting.

5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

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7

SPECIAL PROGRAMS
COMPENSATORY/ACCELERATED SERVICES

EHBC
(LOCAL)

EachA student who has beenshall be identified as being at risk of failing or at risk of dropping out of school, who is not performing at if the student has performed below grade -level, or who did not perform satisfactorily on aone or more of the following: standardized tests, state-mandated assessment shall be assessments, District assessments, and/or classroom assessments. The principal shall ensure that each student identified as at risk is provided accelerated and/or compensatory educational services.

Accelerated Instruction

The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily on a state-mandated assessment.

Accelerated Learning Committee

When a student fails to perform satisfactorily on a math or reading state-mandated assessment in grades 3, 5, or 8, an accelerated learning committee shall develop a written educational plan in accordance with law. If a parent requests that the student be assigned to a particular teacher the following school year, the request shall be addressed in accordance with the District's administrative procedures.

A parent complaint about the content or implementation of the educational plan shall be filed in accordance with FNG.The services provided each student shall be consistent with the goals and strategies established in the District and campus improvement plans and shall be reviewed for effectiveness at the close of each grading period. Parents shall be encouraged to participate in the planning of educational services for their child and shall be kept informed regarding the child's progress toward educational goals.

Parents of students who are not successful in meeting requirements for promotion shall be informed of any available options, such as an extended year program or summer school.

[See EIE]

DATE ISSUED:
10/18/202111/29/2005
UPDATE 11877
EHBC(LOCAL)-AX

ADOPTED:

1 of 1

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8

ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION

EIE
(LOCAL)

Student Assistance Teams or Committee Grades 3–12	A campus promotion-retention committee composed of a student's teachers shall determine, on the basis of the student's individual strengths and weaknesses, the remedial and compensatory strategies to be used for any student who fails to be promoted, is placed, not retained, or is otherwise considered to be at-risk for academic reasons.
Curriculum Mastery	Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.
Students Receiving Special Education Services	Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]
Standards for Mastery	In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.

2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Grades 1–2	In grades 1–2, standards-based grading is utilized to determine mastery of skills for promotion to the next grade level. Student mastery is determined on a 1–4 scale with a score of 4 indicating mastery of a skill and a score of 1 indicating non-mastery of skills. A committee shall review student progress of skills to determine student promotion or retention.
Grades 3–6	3. In grades 3–6Mastery of required state-mandated assessments shall be validated with a passing score as defined by state guidelines.
Kindergarten and Grade 1	In kindergarten and grade 1, promotion to the next grade level shall be based on the following:

Principal Qualifications

In addition to the minimal certification requirement, a~~the~~ principal shall have at least:

1.   Working knowledge of curriculum and instruction;

2.   The ability to evaluate instructional program and teaching effectiveness;

3.   The ability to manage budgets~~budget~~ and personnel and to coordinate campus functions;

4.   The ability to explain policy, procedures, and data;

5.   Strong communications, public relations, and interpersonal skills;

6.   Classroom experience required.~~Three years' experience as a classroom teacher;~~

~~7.~~   ~~Prior experience in instructional leadership roles; and~~

7.   Other qualifications deemed necessary by the Board and included in the job description.

School Counselors

In accordance with law, a school counselor shall spend 80 percent of the counselor's work time on duties that are components of a comprehensive school counseling program (CSCP). [See FFEA]

If the Board approves a determination by the administration that due to District or campus staffing needs or other reasons a school counselor is prevented from spending 80 percent of the counselor's work time on duties that are components of a CSCP, the Board shall direct the Superintendent to develop a revised job description for the school counselor that addresses the percentage of the school counselor's time that shall be spent on duties related to the components of a CSCP and the duties the school counselor is expected to perform in the remaining work time. The Superintendent shall report to the Board regarding adjustments to a school counselor's duties under this provision. :

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ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION

EIE
(LOCAL)

1. Achieving 70 percent proficiency of the Texas Essential Knowledge and Skills (TEKS) for all core subject areas.

2. Meeting benchmark end-of-year reading levels.

Grades 2–5

In grades 2–5, promotion to the next grade level shall be based on the following: an overall average of 70 on a scale of 100 based on upon course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts and mathematics.

Summer school remediation shall be required for a student in order to be promoted to the next grade level if the student fails a state-mandated assessment.

Grades 76–8

In grades 76–8, promotion to the next grade level shall be based on a grade the following: an overall average of 70 or above on a scale of 100 based on upon course-level, grade-level standards (essential knowledge for all subject areas and skills) a grade of 70 or above in three of the following areas: English/language arts/reading, mathematics, science, and social studies.

Summer school remediation shall be required for a student in order to be promoted to the next grade level if the student fails a state-mandated assessment.

Summer School Appeal

If a parent initiates an appeal of his or her child's required summer school remediation due to the student's failure of a state-mandated assessment in grades 3–8, the campus principal shall arrange for the student to be retested during the first week of summer school.

If the student performs satisfactorily on the second test, the student assessment team may exempt the student from the summer school remediation requirement. Tests used for retesting shall be locally developed assessments.

Grades 9–12

Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]

Students shall be required to pass the state-mandated assessments. If a student in grades 9–12 fails a state-mandated assessment, the student shall be required to attend remedial instruction provided by the District. Options for remediation may include summer school, tutoring classes before or after school, or semester courses.

Classification

High school students shall be classified according to credits earned as follows:

1. A student with 0–6 credits earned shall be classified as a freshman.

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ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION

10

EIE
(LOCAL)

2. A student with 6.5–12 credits earned shall be classified as a sophomore.

3. A student with 12.5–18 credits earned shall be classified as a junior.

4. A student with 18.5–24 credits earned shall be classified as a senior.

Classification shall be determined at the beginning of the school year or upon verification of credits at enrollment for new students. Classification may be changed for students declaring early graduation upon verification of enrollment in the number of credits, which will ensure graduation with the current year's senior class.

Accelerated Instruction

If a student fails to demonstrate proficiency on a state-mandated assessment, the student shall be provided accelerated instruction in accordance with state law. Additionally, students in grades 5 and 8 shall be subject to all provisions of GRADE ADVANCEMENT TESTING, below.

Grade Advancement Testing

Except when a student will be assessed in reading or mathematics above his or her enrolled grade level, students in grades 5 and 8 must meet the passing standard on the applicable state-mandated assessments in reading and mathematics to be promoted to the next grade level, in addition to the District's local standards for mastery and promotion.

Definition of "Parent"

For purposes of this policy and decisions related to grade advancement requirements, a student's "parent" shall be defined to include either of the student's parents or guardians; a person designated by the parent, by means of a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code, to have responsibility for the student in all school-related matters [see FD]; a surrogate parent acting on behalf of a student with a disability; a person designated by the parent or guardian to serve on the grade placement committee (GPC) for all purposes; or in the event that a parent, guardian, or designee cannot be located, a person designated by the Superintendent or designee to act on behalf of the student. [See EIE(LEGAL)]

Alternate Assessment Instrument

The Superintendent or designee shall select from the state-approved list, if available, for each applicable subject an alternate assessment instrument that may be used for the third testing opportunity. Each student's GPC shall decide whether he or she shall be given the statewide assessment instrument or the applicable alternate instrument for the third testing opportunity. The committee's decision shall be based on a review of the student's perfor-

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ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION

EIE
(LOCAL)

mance in the previous testing opportunities, local assessments, and any other circumstances it deems appropriate.

Standards for Promotion Upon Appeal

If a parent initiates an appeal of his or her child's retention following the student's failure to demonstrate proficiency after the third testing opportunity, the GPC shall review all facts and circumstances in accordance with law.

The student shall not be promoted unless:

1. All members of the GPC agree that the student is likely to perform on grade level if given additional accelerated instruction during the following school year in accordance with the educational plan developed by the GPC; and

2. The student has completed required accelerated instruction in the subject area for which the student failed to demonstrate proficiency.

Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction plan for the student for the following school year, providing for interim reports to the student's parent and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student's progress during the following school year to ensure that he or she is progressing in accordance with the plan.

Transfer Students

When a student transfers into the District having failed to demonstrate proficiency on applicable assessment instruments after two testing opportunities, a GPC shall convene for that student. The GPC shall review any available records of decisions regarding testing and accelerated instruction from the previous district and determine an accelerated instruction plan for the student.

If a parent initiates an appeal for promotion when a student transfers into the District having failed to demonstrate proficiency after three testing opportunities, the GPC shall review any available records of decisions regarding testing, accelerated instruction, retention, or promotion from the previous district and issue a decision in accordance with the District's standards for promotion.

Assignment of Retained Students

A student not promoted to the next grade level shall remain at the same campus or shall be assigned to a similar campus setting.

ADMISSIONS
SCHOOL SAFETY TRANSFERS

FDE
(LOCAL)

Safe Schools Data

The Superintendent shall ensure that the District complies with Texas Education Agency (TEA) guidelines for the collection and maintenance of data regarding:

1. Mandatory expellable offenses committed at school or at a school-related or school-sponsored activity, on or off school property [see FOD]; and

2. Any student who becomes a victim of one of the following violent criminal offenses, as defined by the Penal Code, while on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property:

   a. Attempted murder;

   b. Indecency with a child;

   c. Aggravated kidnapping;

   d. Aggravated assault on someone other than a District employee or volunteer;

   e. Sexual assault or aggravated sexual assault against someone other than a District employee or volunteer;

   f. Aggravated robbery; or

   g. Continuous sexual abuse of a young child or disabled individualchildren.

School Safety Transfers

The parent of a student who becomes a victim of a violent criminal offense as described in the state guidance for unsafe school choice options or who is assigned to a campus identified by TEA as persistently dangerous shall be offered a transfer to a safe public or charter school within the District.

For each transfer requested, the District shall explore transfer options, as appropriate. Options may include a transfer agreement with another school district.

From a Persistently Dangerous School

The parent of a student attending a school identified as persistently dangerous shall be provided notification of his or her right to request a transfer. Notification shall occur at least 14 days prior to the start of the school year or, for a student enrolling subsequently, upon the student's enrollment.

The parent must submit to the Superintendent an application for transfer. The Superintendent shall complete the transfer prior to the beginning of the school year, if applicable, or within 14 calendar days of the request for a subsequently enrolling student.

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UPDATE 118114
FDE(LOCAL)-A

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ADMISSIONS
SCHOOL SAFETY TRANSFERS

FDE
(LOCAL)

Any transfer arranged for a student from a campus identified by TEA as persistently dangerous shall be renewed so long as the campus from which the student transferred retains that designation.

The District shall maintain, in accordance with the District's record retention schedule, documentation of notification to parents of the transfer option, transfer applications submitted, and action taken.

For a Victim of a Violent Criminal Offense

Within 14 calendar days after a violent criminal offense described above occurs in or on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property, the District shall notify the parent of a student who is a victim of the offense of the parent's right to request a transfer. The parent must submit to the Superintendent an application for transfer. The Superintendent shall approve or disapprove the request within 14 calendar days of its submission.

Any transfer arranged for a student who was a victim of a violent crime as described above shall be renewed so long as the threat to the student exists at the campus to which the student would typically be assigned.

For each offense, the District shall maintain for at least five years documentation of the nature and date of the offense, notification to the parent of the transfer option, transfer applications submitted, action taken, and other relevant information regarding the offense.

Additional Transfer Options

In circumstances described by Education Code 25.0341, a parent of a student who has been the victim of a sexual assault, regardless of whether the offense occurred on or off school property, may request a transfer of the parent's child or the student assailant from the same campus.

[For other transfer provisions, see also FDA and FDB.]

Crandall ISD
129901

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ATTENDANCE
COMPULSORY ATTENDANCE

FEA
(LOCAL)

Students in violation of the compulsory attendance law shall be reported to the District attendance officer, who may institute court action as provided by law.

Excused Absences

In addition to excused absences required by law, the District shall excuse absences for the following purposes. A student shall be required to submit verification of these absences in accordance with administrative regulations.

Higher Education Visits

The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit an accredited institution of higher education. A student shall be required to submit verification of such visits in accordance with administrative regulations.

Armed Services Enlistment

The District shall excuse a student 17 years of age or older for up to four days during his or her enrollment in high school for activities related to pursuing enlistment in a branch of the U.S. Armed Services or Texas National Guard. A student shall be required to submit verification of such activities in accordance with administrative regulations.

Early Voting or Election Clerk

The District shall excuse a student for up to two days per school year to serve as an early voting or election clerk. A student shall be required to submit verification of service in accordance with administrative regulations.

Learner or Driver's License

The District shall excuse a student 15 years of age or older for one day during his or her enrollment in high school for each of the following:

- Visiting a driver's license office to obtain a learner license; or

- Visiting a driver's license office to obtain a driver's license.

[For extracurricular activity absences, see FM.]

Withdrawal for Nonattendance

The District may initiate withdrawal of a student under the age of 19 for nonattendance under the following conditions:

1. The student has been absent ten consecutive school days; and

2. Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

[For District-initiated withdrawal of students 19 or older, see FEA(LEGAL).]

Students Attending Homeschools

Students who are homeschooled are exempt from the compulsory attendance law to the same extent as students enrolled in other private schools.

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ATTENDANCE
COMPULSORY ATTENDANCE

FEA
(LOCAL)

Adequate documentation of homeschooling for withdrawal shall consist of either a statement of withdrawal in accordance with FD(LOCAL) indicating the date homeschooling began, or a signed and dated letter from a parent or guardian indicating that his or her child is being homeschooled and the date the homeschooling began.

The District may request from a parent or guardian a letter of assurance that a child is being educated using a curriculum designed to meet basic education goals of reading, spelling, grammar, mathematics, and a study of good citizenship.

Enforcing
Compulsory
Attendance

If a parent or guardian refuses to submit a requested statement or letter, or if the District has evidence that a school-aged child is not being homeschooled within legal requirements, the District may investigate further and, if warranted, shall pursue legal action to enforce the compulsory attendance law.

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ATTENDANCE
ATTENDANCE FOR CREDIT

FEC
(LOCAL)

This policy shall apply to a student who has not been in attendance for 90 percent of the days the class is offered.

~~Consideration of All~~ Absences Considered

Except as otherwise provided by law, all absences incurred while enrolled in the District~~All absences~~ shall be considered in determining whether a student has attended the required percentage of days under this policy.

Attendance Committees

The Board shall establish an attendance committee or as many committees as necessary for efficient implementation of Education Code 25.092.

The Superintendent ~~or designee~~ shall make the specific appointments in accordance with legal requirements.

Parental Notice of ~~Of~~ Excessive Absences

A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered.

Methods for Regaining Credit or Awarding a Final Grade

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than ~~30 days after~~ the last day of classes.

The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The attendance committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

A student~~Students~~ who has~~have~~ lost credit or has~~have~~ not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

Personal Illness

The ~~When a student's absence for personal illness exceeds three consecutive days, the~~ principal or attendance committee may require verification~~that the student present a statement~~ from a ~~physician or~~ health-care provider in accordance with administrative regulations ~~clinic verifying the illness or condition that caused the student's extended absence from school~~ as a condition of classifying an~~the~~ absence for personal illness as one for which there are extenuating circumstances.

Best Interest Standard

In reaching consensus regarding~~If~~ a student's ~~student has established a questionable pattern of~~ absences and how~~,~~ the student can be awarded credit~~principal~~ or a final grade, the attendance committee shall attempt to ensure~~may require~~ that its decision is in the best interest of the~~a~~ student. The Superintendent shall develop administrative regulations to document the attendance committee's decision ~~present a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances~~.

Guidelines on Extenuating Circumstances

The attendance committee shall consider whether a student has mastered the essential knowledge and skills and maintained passing grades in the course or subject. ~~adhere to the following guidelines to determine attendance for award of credit or a final grade:~~

When~~Days of Attendance~~

1.   ~~If~~ makeup work is completed satisfactorily, the attendance committee shall consider extracurricular absences and other excused absences as~~that are allowed under compulsory attendance requirements shall be considered~~ days of attendance for award of credit or a final grade. [See FEA]~~(LEGAL) at EXCUSED ABSENCES FOR COMPULSORY ATTENDANCE DETERMINATIONS.]~~

~~Transfers / Migrant Students~~

2.   ~~A transfer or migrant student incurs absences only after his or her enrollment in the District.~~

~~Documentation~~

3.   The attendance~~committee shall consider the acceptability and authenticity of documented reasons for the student's absences.~~

~~Consideration of Control~~

4.   ~~The~~ committee shall consider whether the reasons for the absences were ~~for reasons~~ out of the ~~student's or~~ parent's or student's control and~~.~~

~~Student's Academic Record~~

5.~~2.~~   ~~The committee shall consider~~ whether documentation for~~or not~~ the absence is acceptable~~student has completed assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject~~.

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ATTENDANCE
ATTENDANCE FOR CREDIT

FEC
(LOCAL)

Information from Student or Parent	6.3. The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit or be awarded a final grade.
Best Interest Standard	In reaching consensus regarding a student's absences, the committee shall attempt to ensure that its decision is in the best interest of the student. The Superintendent or designee shall develop administrative regulations addressing the committee's documentation of the decision.

Imposing Conditions for Awarding Credit or a Final Grade

The attendance committee shall consider the student's unique circumstances and, if necessary, shall may impose any of the following conditions for awarding students with excessive absences to regain credit or be awarded a final grade that permit the student to meet the instructional requirements of the class rather than assigning a student to attend a specified program for an amount of time equivalent to the student's absences. Conditions may include:

1. Maintaining attendance standards for the rest of the semester.

1. Completing additional assignments, as specified by the committee or teacher.

2. Attending tutorial sessions as scheduled, which may include Saturday classes or before- and after-school programs.

2. Completing other instructional programs, as specified by the committee.

3. Maintaining the attendance standards for the rest of the semester.

4.3. Taking an examination to earn credit. [See EHDB]

5. Attending a flexible school day program.

6. Attending summer school.

In all cases, the student must also earn a passing grade in order to receive credit.

Appeal Process

A parent or student may appeal the decision of the attendance committee in accordance with FNG(LOCAL).

Crandall ISD
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STUDENT WELFARE
CHILD ABUSE AND NEGLECT

FFG
(LOCAL)

Program to Address Child Sexual Abuse, Trafficking, and Maltreatment

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;

2. Age-appropriate, research-based antivictimization programs for students;

3. Actions that a child who is a victim should take to obtain assistance and intervention; and

4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

Reporting Child Abuse and Neglect

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.

2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

Crandall ISD
129901

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STUDENT WELFARE
CHILD ABUSE AND NEGLECT

FFG
(LOCAL)

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or

2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;

2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the Texas Abuse Hotline Website[1];

3. A local CPS office; or

4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers. [See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus princi-

pal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;

2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;

3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and

4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;

2. Requiring that a parent or school employee be present during the interview; or

3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

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[1] Texas Abuse Hotline Website: http://www.txabusehotline.org

Comprehensive System	The Superintendent shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation and shall ensure through reasonable procedures that records are accessed by authorized persons only, as allowed by this policy. These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for use by authorized school officials.
Cumulative Record	A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District.
	This record shall move with the student from school to school and be maintained at the school where currently enrolled until graduation or withdrawal. Records for nonenrolled students shall be retained for the period of time required by law. No permanent records may be destroyed without explicit permission from the Superintendent. [See CPC]
Custodian of Records	The principalprincipal is custodian of all records for currently enrolled students. The SuperintendentThe Superintendent is the custodian of records for students who have withdrawn or graduated. The student handbook made available to all students and parents shall contain a listing of the addresses of District schools, as well as the Superintendent's business address.
Types of Education Records	The record custodian shall be responsible for the education records of the District. These records may include:

1. Admissions data, personal and family data, including certification of date of birth.

2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.

3. All achievement records, as determined by tests, recorded grades, and teacher evaluations.

4. All documentation regarding a student's testing history and any accelerated instruction he or she has received, including any documentation of discussion or action by an accelerated learninga grade placement committee convened for the student.

5. Health services record, including:

   a. The results of any tuberculin tests required by the District.

   b. The findings of screening or health appraisal programs the District conducts or provides. [See FFAA]

      c.   Immunization records. [See FFAB]

6. Attendance records.

7. Student questionnaires.

8. Records of teacher, school counselor, or administrative conferences with the student or pertaining to the student.

9. Verified reports of serious or recurrent behavior patterns.

10. Copies of correspondence with parents and others concerned with the student.

11. Records transferred from other districts in which the student was enrolled.

12. Records pertaining to participation in extracurricular activities.

13. Information relating to student participation in special programs.

14. Records of fees assessed and paid.

15. Records pertaining to student and parent complaints.

16. Other records that may contribute to an understanding of the student.

Access by Parents

The District shall make a student's records available to the student's parents, as permitted by law. The records custodian or designee shall use reasonable procedures to verify the requester's identity before disclosing student records containing personally identifiable information.

Records may be reviewed in person during regular school hours without charge upon written request to the records custodian. For in-person viewing, the records custodian or designee shall be available to explain the record and to answer questions. The confidential nature of the student's records shall be maintained at all times, and records to be viewed shall be restricted to use only in the Superintendent's, principal's, or school counselor's office, or other restricted area designated by the records custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school.

Copies of records are available at a per copy cost, payable in advance. Copies of records must be requested in writing. Parents may be denied copies of records if they fail to follow proper procedures or pay the copying charge. If the student qualifies for free or

reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of a parent, one copy of the record shall be provided at no charge.

A parent may continue to have access to his or her child's records under specific circumstances after the student has attained 18 years of age or is attending an institution of postsecondary education. [See FL(LEGAL)]

Access by School Officials

A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records.

For the purposes of this policy, "school officials" shall include:

1. An employee, Board member, or agent of the District, including an attorney, a consultant, a contractor, a volunteer, a school resource officer, and any outside service provider used by the District to perform institutional services.

2. An employee of a cooperative of which the District is a member or of a facility with which the District contracts for placement of students with disabilities.

3. A contractor retained by a cooperative of which the District is a member or by a facility with which the District contracts for placement of students with disabilities.

4. A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

5. A person appointed to serve on a team to support the District's safe and supportive school program.

All contractors provided with student records shall follow the same rules as employees concerning privacy of the records and shall return the records upon completion of the assignment.

A school official has a "legitimate educational interest" in a student's records when he or she is:

1. Working with the student;

2. Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;

3. Compiling statistical data;

4. Reviewing an education record to fulfill the official's professional responsibility; or

5. Investigating or evaluating programs.

Transcripts and Transfers of Records

The District may request transcripts from previously attended schools for students transferring into District schools; however, the ultimate responsibility for obtaining transcripts from sending schools rests with the parent or student, if 18 or older.

For purposes of a student's enrollment or transfer, the District shall promptly forward in accordance with the timeline provided in law education records upon request to officials of other schools or school systems in which the student intends to enroll or enrolls. [See FD(LEGAL), Required Documentation] The District may return an education record to the school identified as the source of the record.

Records Responsibility for Students in Special Education

The director of special education coordinator of special education shall be responsible for ensuring the confidentiality of any personally identifiable information in records of students in special education.

A current listing of names and positions of persons who have access to records of students in special education is maintained at the special education department the special education department.

Procedure to Amend Records

Within 15 District business days of the record custodian's receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the request is denied, of their right to a hearing. If a hearing is requested, it shall be held within ten District business days after the request is received.

Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence and, at their own expense, may be assisted or represented at the hearing.

The parents shall be notified of the decision in writing within ten District business days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the parents shall be informed that they have 30 District business days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision.

Directory Information

Directory information for District students has been classified into two separate categories:

1. Items for use only for school-sponsored purposes; and

2. Items for all other purposes.

School-Sponsored Purposes

For the following school-sponsored purposes—all District publications and announcements—directory information shall include student name; electronic mail address; photograph; date of birth; major field of study; degrees, honors, and awards; dates of attendance; grade level; enrollment status; participation in officially recognized activities and sports; weight and height of members of athletic teams; and student identification numbers or identifiers that cannot be used alone to gain access to electronic education records.

All Other Purposes

For all other purposes, directory information shall include student name. ~~The District has designated the following categories of information as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.~~

Crandall Independent School District

Board of Trustees

Board Meeting Date:	December 12, 2022
Agenda Item:	Resolution Appointing Member to the Kaufman Central Appraisal District Board of Directors
Agenda Section:	Consent
Administrator Responsible:	Chris Moore

Summary/Background Information: Crandall ISD appoints 1 person to the Kaufman Central Appraisal District.

Administrative Recommendation: Administration seeks approval of Robbie Simons to serve as Director of the Board of Directors of Kaufman Central Appraisal District beginning on January 1, 2023.

STATE OF TEXAS   §

COUNTY OF KAUFMAN   §

RESOLUTION APPOINTING MEMBER
TO KAUFMAN CENTRAL APPRAISAL DISTRICT
BOARD OF DIRECTORS

WHEREAS the voting taxing units participating in the Kaufman Central Appraisal District previously approved a change under Tex. Tax Code §6.031, resulting in the current selection process for board members of the Appraisal District, and

WHEREAS the current process for selection of board members of the Kaufman Central Appraisal District allows the Crandall ISD to appoint 1 person to be shared with the Scurry-Rosser ISD and the City of Crandall as well as non-voting members City of Combine, City of Seagoville and City of Talty beginning on January 1, 2023 through December 31, 2024; and

NOW THEREFORE the Crandall ISD hereby resolves to appoint Robbie Simons to serve as Director of the Board of Directors of Kaufman Central Appraisal District beginning on January 1, 2023.

In witness of this resolution, signed on the _____ day of _____, 20_____.

_____
Presiding Officer

Attest:

_____
Secretary

Crandall Independent School District
Board of Trustees

Board Meeting Date: December 12, 2022

Agenda Item: Budget Amendment #4

Agenda Section: Consent

Administrator Responsible: Mike White, Chief Financial Officer

Summary/Background Information: Budget Amendment #4

Administrative Recommendations: Administration recommends approval of Budget Amendment #4 as attached.

Crandall Independent School District

Board of Trustees

Board Meeting Date:	December 12, 2022
Agenda Item:	State Waivers – Foreign Exchange Student Cap
Agenda Section:	Consent
Administrator Responsible:	Dr. Murry, Assistant Superintendent of Data and Information Systems

Summary/Background Information:

The Texas Education Agency allows school districts to apply for a waiver to limit the number of Foreign Exchange Students (FES) admitted to the district. According to the Texas Education Code (TEC) §25.001(e)(1)(2)(3), the district may only limit the number of FES if the commissioner determines that the admission of an FES would:

1. create a financial or staffing hardship for the district;
2. diminish the district's ability to provide high quality educational services for the district's domestic students; or
3. require domestic students to compete with foreign exchange students for educational resources.

In recent years, Crandall ISD has maintained a waiver for having three or less foreign exchange students enrolled in our district.

We would like to seek a Foreign Exchange Student Waiver as allowed by TEA based on the facts that the FES enrollment creates a financial or staffing hardship for the district and diminishes the district's ability to provide high quality educational services for the district's domestic students.

Administrative Recommendations:

We recommend approval to apply for the Foreign Exchange Waiver to limit the number to less than 5 foreign exchange students.

2022-2023 Application for Foreign Exchange Limits

District: Crandall ISD (129-901)

Contact: Anjanette Murry   972-427-6027   amurry@crandall-isd.net

Date of Board Approval: _____

Board Vote: For _____Against _____Abstain _____Absent _____

Superintendent: Wendy Eldredge, Ed. D.

_____

Signature

Board President: Rick Harrell

_____

Signature

Application for Expedited Waivers will be submitted through the TEAL application.

Crandall Independent School District

Board of Trustees

Board Meeting Date: December 12, 2022

Agenda Item: Staff Development Minutes Waiver

Agenda Section: Consent

Administrator Responsible: Dr. Murry, Assistant Superintendent of Data and Information Systems

Summary/Background Information:

Effective with the 2018-2019 school year, the Staff Development Minutes Waiver provides for a maximum of 2,100 total waiver minutes to use for professional development for districts and charter schools that provide operational and instructional minutes.

Each district and open-enrollment charter school may choose how to apply their approved Staff Development Minutes Waiver. For instance, schools may choose to offer early release, late start, all day staff development, or a combination. However, the total waiver minutes for staff development shall not exceed 2,100 minutes per year.

This waiver is for staff development in place of student instruction; therefore, the waiver minutes are only applicable to staff development provided instead of student instruction during the school year. Effective with the 2018-2019 school year, the Staff Development Minutes Waiver may not be used prior to the first day of student instruction or after the last day of student instruction.

On staff development days when students are in attendance part of the day, in order to receive full ADA funding, the district or open-enrollment charter school must provide at least 120 minutes of student instruction. Instructional minutes are defined in the SAAH as the portion of the school day in which instruction takes place along with other exceptions. In addition to the 120 minutes of student instruction, any staff development waiver minutes reported must reflect actual staff development minutes provided.

Crandall ISD is seeking permission to apply for 2100 staff development waiver minutes for the 2023-2024 school years.

Administrative Recommendations:

Administration recommends approval of the Staff Development Minutes Waiver.

2023-2024 Application for Staff Development Minutes Waiver

District: Crandall ISD (129-901)

Contact: Anjanette Murry   972-427-6027   amurry@crandall-isd.net

Date of Board Approval: _____

Board Vote: For _____Against _____Abstain _____Absent _____

Superintendent: Wendy Eldredge, Ed. D.

_____

Signature

Board President: Rick Harrell

_____

Signature

Application for Expedited Waivers will be submitted through the TEAL application.

Crandall Independent School District
Board of Trustees

Board Meeting Date: December 12, 2022

Agenda Item: Walker Elem. Targeted Improvement Plan

Agenda Section: Consent

Administrator Responsible: Michael Starling

Summary/Background Information: ESF-Focused Grantee Targeted Improvement Plans (TIPs) must receive Board approved by December 16, 2022, as per Texas Education Code {TEC} §39A.055{3}. (TEC) Sec. 39A.057. HEARING FOR TARGETED IMPROVEMENT PLAN. After a targeted improvement plan is submitted to the board of trustees of the school district, the board shall conduct a hearing to:

(1) Notify the public of:

    (A) the insufficient performance of the campus;

    (B) the improvements in performance expected by the agency; and

    (C) the intervention measures or sanctions that may be imposed under this chapter if the performance does not improve within a designated period; and

(2) solicit public comment on the targeted improvement plan or updated targeted improvement plan.

Administrative Recommendation: Administration seeks approval of the Walker Elementary Targeting Improvement Plan after the public hearing.

Crandall Independent School District
Board of Trustees

Board Meeting Date: December 12, 2022

Agenda Item: Campus Improvement Plans

Agenda Section: Information

Administrator Responsible: Campus Principals

Summary/Background Information: Principals will present the Campus Improvement Plans.

Administrative Recommendation: For your information.

Crandall ISD District Goals 2022-23

Vision To empower each student to positively impact the world.

Mission Crandall Independent School District will provide each student an exceptional education, in an inspiring environment, with caring people.

Goal 1: Academic Achievement
Advance student learning, growth, and college and career offerings.

1.1 Create and sustain a data-driven instructional plan.
- 1.1.1 Tracking of attendance, discipline, and failure rates at each campus for all student groups and staff attendance
- 1.1.2 Scheduled data-driven meetings with campuses on student performance and data metrics
- 1.1.3 Increased knowledge of campus improvement plans and data to outline student needs in each ethnicity group

1.2 Annually increase student performance in Reading for ALL students and all student groups
- 1.2.1 Increase reading development skills in K-2
- 1.2.2 Increase reading MEETS mastery level on STAAR in 3rd grade
- 1.2.3 Increase reading MEETS mastery level on STAAR in all grades

1.3 Annually increase student performance in Math for ALL students and all student groups
- 1.3.1 Increase on level or above math levels in K-2 grade
- 1.3.2 Increase math MEETS mastery level on STAAR in 3rd grade
- 1.3.3 Increase math MEETS mastery level on STAAR/EOC in all grades

1.4 Annually increase student performance in College, Career, and Military Readiness for ALL students and all student groups
- 1.4.1 Expand CTE programs and opportunities for students to earn industry-based certifications
- 1.4.2 Increase percentage of students achieving industry-based certification.
- 1.4.3 Increase percentage of students achieving CCMR Ready to 70%

1.5 Improve district support services to enhance student achievement
- 1.5.1 Clearly defined roles and responsibilities are established and communicated for instructional coaches and specialists
- 1.5.2 Systems developed to measure district support services in enhancing student and teacher growth

Goal 2: Human Capital
Retain, recruit, and support highly qualified principals, teachers, and staff.

2.1 Retain and attract certified, highly effective teachers
- 2.1.1 Create a strong foundation of support and recognition for all staff.

2.2 Adapt and expand to innovative hiring practices.
- 2.2.1 Creative job fair formats are implemented.
- 2.2.2 Utilize social media platforms to increase awareness

2.3 Create a district leadership pipeline to grow, develop, and retain highly effective teachers, principals, and staff.
- 2.3.1 Pipeline programs implemented and on target with the Human Capital Plan

2.4 Provide meaningful professional learning for all teachers to enhance student performance.
- 2.4.1 Align professional development with district goals and campus data
- 2.4.2 District-level staff professional development and conference follow-ups

Goal 3: School Safety
Provide a safe and orderly learning environment that benefits the well-being for all Pirates.

3.1 Implement best practices in safety for staff trainings and building safety and security.
- 3.1.1   100% of staff and students are trained on all required trainings including active shooter, safety policies, procedures, and protocols
- 3.1.2 Perform internal safety and security audits at all campuses every year and external audits every three years at a 100% completion rate

3.2 Implement best practices that will result in students, parents, and staff experiencing a safe and secure environment.
- 3.2.1 The percentage of students that report experiencing a safe and secure school environment will be at or above 90% annually
- 3.2.2 The percentage of staff that reports experiencing a safe and secure school environment will be at or above 90% annually
- 3.2.3 The percentage of parents that report experiencing a safe and secure school environment will be at or above 90% annually

3.3 Apply evidence-based approaches to support mental health, social well-being, resilience, and academic growth of all students
- 3.3.1 Effectively utilize and expand Communities in School counselors and CIS resources
- 3.3.2 Implementation of a district-wide comprehensive counseling program for PreK-12 grade

3.4 Expand opportunities for families in the areas of academic, mental and physical health support.
- 3.5.1 Increase connections for families to mental health and physical health support
- 3.5.2 Increase the amount of parent education on academic and mental health topics

3.5 Increase the feeling of safety among students and staff through Crandall ISD Police
- 23.5.1 Increased presence on all campuses and events from CISD Officers
- 3.5.2 Implement educational programs for student safety

Goal 4: Communications & Community
Facilitate engagement and Pirate Pride culture through effective communication.

4.1 The district provides campuses with best practice resources and tools for engaging families
- 4.1.1 Implementing and maintaining a social media management solution and program monitoring all district and campus social media pages
- 4.1.2 Continued training and support with the utilization of the website and translation tools, forms, and surveys

4.2 Annually increase the percentage of satisfaction for staff and parent/family engagement, and communication.
- 4.2.1 Increase district internal communications
- 4.2.2 Expand social media platforms with a focus on increasing engagement by highlighting various events and departments in the district.
- 4.2.3 Increase district storytelling and messaging

4.3 Develop and effectively utilize a district counsel team to impact culture, communication, and district improvements.
- 4.3.1 Schedule quarterly meetings with the district improvement council for input and development of the district improvement plan and other district-wide initiatives

4.4 Place an emphasis on partnerships and education foundation impacts
- 4.4.1 Development and implementation of Pirate Partners; community partnership program to enhance fundraising and opportunities for CISD
- 4.4.2 Increase annual fundraising with CISD Education Foundation
- 4.4.3 Develop systems for grants received and follow ups from CISD Ed. Foundation
- 4.4.4 Coordination with stakeholders in development of the Heartland Education Foundation plan and yearly spending of funds for afterschool programming

4.5 Create systems for information gathering for district
- 4.5.1 Implement singular, district-wide survey structure for parents, students, and staff

4.6 District Leadership Involvement
- 4.6.1 Attendance of District leadership cabinet in community and school events

Goal 5: Finance & Operations
Optimize resources to sustain and enhance effective and efficient operations for students and staff.

5.1 Maintain fiscal viability, stewardship, and improve knowledge of sustainable budgeting processes among staff.
- 5.1.1 Develop written administrative policies and procedure manuals for business-finance-related activities
- 5.1.2 Provide training to internal stakeholders on budget management and purchasing
- 5.1.3 Visits campus principals individually once a semester to discuss campus needs and budget expenditures
- 5.1.3 Visits with Booster Clubs on fundraising guidelines

5.2 Create processes and management structures to promote effective and efficient use of departmental resources.
- 5.2.1 Develop and implement a position control system
- 5.2.2 Develop a written Board Policy review process and timeline
- 5.2.3 Develop a long-range facility plan for a budget and construction timeline on bond projects
- 5.2.4 Develop a district budget timeline

5.3 Utilize a transparent, collaborative budget process culminating in the adoption of a balanced budget.
- 5.3.1 The community will receive at least two updates on financials
- 5.3.2 The Board of Trustees will receive monthly updates on the status of the district's budget

5.4 Annually improve operational processes.
- 5.4.1 Increase efficiency of Transportation routes
- 5.4.2 Increase in response time and closed tickets in Technology
- 5.4.3 Streamline and standardize technology to support all learners in meaningful experiences
- 5.4.4 Improve cost efficiency with the Food Services Department (meal debt)
- 5.4.5 Increase in response time and closed tickets in Maintenance

Wilson Elementary

Vision To empower each student to positively impact the world.

Mission Crandall Independent School District will provide each student an exceptional education, in an inspiring environment, with caring people.

Goal 1: Academic Achievement
Advance student learning, growth, and college and career offerings.

1.1 Create and sustain a data-driven instructional plan.

1.1.1 Improvement in attendance, discipline, and failure rates at each campus for all student groups and staff attendance Common area expectations & PBIS; RTI, attendance, & discipline bi-monthly discussions; review failure reports

1.1.2 Scheduled data-driven meetings with campuses on student performance and data metrics Bi-monthly RTI Tier 1 meetings; Tier 2-3 meetings once per 6 weeks

1.2 Annually increase student performance in Reading for ALL students and all student groups

1.2.1 Increase K-2 reading development Level Literacy Intervention Program, explicit phonics instruction, Reading Academy strategies; campus interventionist

1.2.2 Increase reading MEETS mastery level on STAAR in all grades 45 minute intervention block with interventionist & ESL push in support; weekly tutoring afterschool; Saturday camp; goals setting with Magic Number

1.3 Annually increase student performance in Math for ALL students and all student groups

1.3.1 Increase on level or above math levels in K-2 grade Ensure implementation of curriculum; interventionist pull outs; SMART demonstration of learning; focus on vocabulary; use of variety of instructional strategies

1.3.2 Increase math MEETS mastery level on STAAR Interventionist pull outs; intervention log for reteach, practice, and reassessment, data folders; after school tutoring, Saturday camp; goal setting

Goal 2: Human Capital
Retain, recruit, and support highly qualified principals, teachers, and staff.

2.1 Retain and attract certified, highly effective teachers

2.1.1 Create a strong foundation of support and recognition for all staff. Bright Lights Award; Peer nominated Pirate of the Month; Implement a mentorship program for new teachers; PLC support

2.2 Adapt and expand to innovative hiring practices.

2.2.1 Utilize social media platforms to increase awareness Implementation of Class Intercom

2.3 Provide meaningful professional learning for all teachers to enhance student performance.

2.4.1 Align professional development with district goals and campus data PLC ongoing discussions, Leadership team meetings; staff survey

Goal 3: School Safety
Provide a safe and orderly learning environment that benefits the well-being for all Pirates.

3.1 Implement best practices in safety for staff trainings and building safety and security.

3.1.1 100% of staff and students are trained on all required trainings including active shooter, safety policies, procedures, and protocols District Staff Survey results, daily door checks, monthly safety drills

3.2 Implement best practices that will result in students, parents, and staff experiencing a safe and secure environment.

3.2.1 The percentage of students that report experiencing a safe and secure school environment will be at or above 90% annually pending student survey results

3.2.2 The percentage of staff that reports experiencing a safe and secure school environment will be at or above 90% annually pending staff results

3.2.3 The percentage of parents that report experiencing a safe and secure school environment will be at or above 90% annually pending parent survey results

3.3 Apply evidence-based approaches to support mental health, social well-being, resilience, and academic growth of all students

3.3.1 Effectively utilize and expand Communities in School counselors and CIS resources Collaboration with campus counselor; attendance incentive donations; coordinating speakers

3.3.2 Apply evidence based approaches to support mental health, social well being, resilience, and academic growth for all students Monthly guidance in each class; weekly 7 Mindsets lessons, teacher to student mentoring program

3.4 Expand opportunities for families in the areas of academic, mental and physical health support.

3.4.1 Increase connections and education for families to mental health and academic support Weekly SEL topics, Semester Parent Teacher conferences, Monthly parent connection., STEM Night, Reading Cafe

Goal 4: Communications & Community
Facilitate engagement and Pirate Pride culture through effective communication.

4.1 The district provides campuses with best practice resources and tools for engaging families

4.1.1 Implementing and maintaining a social media management solution and program monitoring all district and campus social media pages Implementation of Class Intercom; Translating versions of communication

4.2 Develop and effectively utilize a district counsel team to impact culture, communication, and district improvements.

4.2.1 Schedule quarterly meetings with the district improvement council for input and development of the district improvement plan and other district-wide initiatives Campus Improvement plan; Campus Improvement Committee

4.3 Implement family engagement opportunities and events

4.3.1 Expand family involvement; including family literacy opportunities Reading Cafe, STEM Nights; Monthly Parent Connections

Goal 5: Finance & Operations
Optimize resources to sustain and enhance effective and efficient operations for students and staff.

5.1 Create processes and management structures to promote effective and efficient use of departmental resources.

5.1.1 Funds spent on educational technology for differentiated instruction and advanced coursework are effective in raising engagement and achievement District plan: chromebook access for all; BenQs

5.1.2 Funds spent on student management & achievements are effective PBIS Incentives

5.1.3 Funds spent on academics needs are data-driven and effective Tutoring; HB4545 plan; Reading & Math resources

Vision To empower each student to positively impact the world.

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Noble-Reed Elementary

Goal 1: Academic Achievement
Advance student learning, growth, and college and career offerings.

1.1 Create and sustain a data-driven instructional plan.

1.1.1 Improvement in attendance, discipline, and failure rates at each campus for all student groups and staff attendance Attendance Committee focusing on 97% daily attendance rate; campus discipline plan; communication plan for all failures

1.1.2 Scheduled data-driven meetings with campuses on student performance and data metrics Two RTI Meetings per grade period; weekly PLC meetings

1.2 Annually increase student performance in Reading for ALL students and all student groups

1.2.1 Increase K-2 reading development Phonics Curriculum; Reading Academy Strategies; Leveled Literacy Intervention in English & Spanish; campus interventionist; ESL support - push in & guided reading

1.2.2 Increase reading MEETS mastery level on STAAR in all grades Really Great Reading 4-6 Curriculum Intervention; Weekly goal setting meetings with students; student effort measured & monitored; tutoring plan

1.3 Annually increase student performance in Math for ALL students and all student groups

1.3.1 Increase on level or above math levels in K-2 grade Guided Math station/teacher table instruction; interventionist; Progress Learning program; focus on academic vocab.

1.3.2 Increase math MEETS mastery level on STAAR Guided Math station/teacher table instruction; interventionist; Progress Learning program; Implementation of MathMark program (Lead4ward); focus on academic vocaulary

Goal 2: Human Capital
Retain, recruit, and support highly qualified principals, teachers, and staff.

2.1 Retain and attract certified, highly effective teachers

2.1.1 Create a strong foundation of support and recognition for all staff. Pirate of the Month; Noble Notices (incentive); Onboarding practices to support entry and first-year success

2.2 Adapt and expand to innovative hiring practices.

2.2.1 Utilize social media platforms to increase awareness Implementation of Class Intercom; FB, Twiiter, & Instagram utilization

2.3 Provide meaningful professional learning for all teachers to enhance student performance.

2.4.1 Align professional development with district goals and campus data YAG for Professional Learning; PLC practices; CREW Commitment Meetings; Faculty Meetings

Goal 3: School Safety
Provide a safe and orderly learning environment that benefits the well-being for all Pirates.

3.1 Implement best practices in safety for staff trainings and building safety and security.

3.1.1 100% of staff and students are trained on all required trainings including active shooter, safety policies, procedures, and protocols regularly scheduled drills; morning meetings to review safety; Safe Keeper's Pledge

3.2 Implement best practices that will result in students, parents, and staff experiencing a safe and secure environment.

3.2.1 The percentage of students that report experiencing a safe and secure school environment will be at or above 90% annually Safe Keeper's Pledge; procedures & expectations; pending survey results

3.2.2 The percentage of staff that reports experiencing a safe and secure school environment will be at or above 90% annually Safe Keeper's Pledge; procedures & expectations; pending survey results

3.2.3 The percentage of parents that report experiencing a safe and secure school environment will be at or above 90% annually Safe Keeper's Pledge; procedures & expectations; pending survey results

3.3 Apply evidence-based approaches to support mental health, social well-being, resilience, and academic growth of all students

3.3.1 Effectively utilize and expand Communities in School counselors & CIS resources Counselor/SEL YAG Plan; Collaboration with counselor

3.3.2 Following MTSS model, 80% of students will show mastery as reported by teacher on newly taught SEL skill at the completion of each unit. Discovery/Extended Learning; Tett Tuesday (Counselor); Lunch Bunch; Google Classroom Activities; Crew Commitment

Goal 4: Communications & Community
Facilitate engagement and Pirate Pride culture through effective communication.

4.1 The district provides campuses with best practice resources and tools for engaging families

4.1.1 Implementing and maintaining a social media management solution and program monitoring all district and campus social media pages Facebook, Instagram, Twitter; Class Intercom program; Family 411; Family Friday; translated communication

4.2 Develop and effectively utilize a district counsel team to impact culture, communication, and district improvements.

4.2.1 Schedule quarterly meetings with the campus improvement council for input and development of the campus improvement plan and other campus-wide initiatives Vision Boards

4.3 Implement family engagement opportunities and events

4.3.1 Expand family involvement; including family literacy opportunities Family Friday; Family 411 Newsletters, Neighborhood Night

3.4 Expand opportunities for families in the areas of academic, mental and physical health support.

3.4.1 Increase connections and education for families to mental health and academic support Family Friday; Neighborhood Night

Goal 5: Finance & Operations
Optimize resources to sustain and enhance effective and efficient operations for students and staff.

5.1 Create processes and management structures to promote effective and efficient use of departmental resources.

5.1.1 Funds spent on educational technology for differentiated instruction and advanced coursework are effective in raising engagement and achievement District plan: chromebook access for all; BenQs

5.1.2 Funds spent on student management & achievements are effective Incentives

5.1.3 Funds spent on academics needs are data-driven and effective Tutoring; HB4545 plan; Reading & Math resources

Vision To empower each student to positively impact the world.

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Dietz Elementary

Goal 1: Academic Achievement
Advance student learning, growth, and college and career offerings.

1.1 Create and sustain a data- driven instructional plan.

1.1.1 Improvement in attendance, discipline, and failure rates at each campus for all student groups and staff attendance 6 weeks grade level attendance incentives, implement campus PBIS system; campus communication plan for parents

1.1.2 Scheduled data-driven meetings with campuses on student performance and data metrics weekly PLC meetings

1.2 Annually increase student performance in Reading for ALL students and all student groups

1.2.1 Increase K-2 reading development Phonics Curriculum; Leveled Literacy Intervention

1.2.2 Increase reading MEETS mastery level on STAAR in all grades TCLAS Afterschool Program; Coaching/Feedback to build capacity with Tier 3 teachers; implement and utilize student data folders

1.3 Annually increase student performance in Math for ALL students and all student groups

1.3.1 Increase on level or above math levels in K-2 grade Implementing stations and teacher table instruction; utilize student data folders

1.3.2 Increase math MEETS mastery level on STAAR TCLAS Afterschool Program; implement and utilize student data folders

Goal 2: Human Capital
Retain, recruit, and support highly qualified principals, teachers, and staff.

2.1 Retain and attract certified, highly effective teachers

2.1.1 Create a strong foundation of support and recognition for all staff. Utilize Dietz Mentoring program and NIET to support staff; Pirate of the Month

2.2 Adapt and expand to innovative hiring practices.

2.2.1 Utilize social media platforms to increase awareness Implementation of Class Intercom; FB, Twiiter, & Instagram utilization

2.3 Provide meaningful professional learning for all teachers to enhance student performance.

2.4.1 Align professional development with district goals and campus data YAG for Professional Learning; PLC practices; Leadership Committee

Goal 3: School Safety
Provide a safe and orderly learning environment that benefits the well-being for all Pirates.

3.1 Implement best practices in safety for staff trainings and building safety and security.

3.1.1 100% of staff and students are trained on all required trainings including active shooter, safety policies, procedures, and protocols regularly scheduled drills; morning meetings to review safety; Training

3.2 Implement best practices that will result in students, parents, and staff experiencing a safe and secure environment.

3.2.1 The percentage of students that report experiencing a safe and secure school environment will be at or above 90% annually survey results

3.2.2 The percentage of staff that reports experiencing a safe and secure school environment will be at or above 90% annually pending survey results

3.2.3 The percentage of parents that report experiencing a safe and secure school environment will be at or above 90% annually pending survey results

3.3 Apply evidence-based approaches to support mental health, social well-being, resilience, and academic growth of all students

3.3.1 Effectively utilize and expand Communities in School counselors & CIS resources expand outside resources for parents; Collaboration with counselor

3.3.2 Provide a foundation for students to understand their interests, abilities, and challenges. Provide prevention education, individual/small group counseling, classroom guidance, and student-centered interventions. Meet with every student 2x a semester; accessible to students & staff; daily SEL & guidance curriculum

3.4 Expand opportunities for families in the areas of academic, mental and physical health support.

3.4.1 Increase connections and education for families to mental health and academic support Promotion of District services and partners; monthly SEL topics

Goal 4: Communications & Community
Facilitate engagement and Pirate Pride culture through effective communication.

4.1 The district provides campuses with best practice resources and tools for engaging families

4.1.1 Implementing and maintaining a social media management solution and program monitoring all district and campus social media pages Class Intercom Program; Facebook/Twitter/Instagram; Weekly Family Smore Newsletter; Translate communication

4.2 Develop and effectively utilize a campus counsel team to impact culture, communication, and campus improvements.

4.2.1 Schedule quarterly meetings with the campus improvement council for input and development of the campus improvement plan and other campus-wide initiatives Campus Improvement Community

4.3 Implement family engagement opportunities and events

4.3.1 Expand family involvement; including family literacy opportunities Collaboration with Communities in Schools Representative; Family Smore Newsletter; Open House per grade level; parent conferences

Goal 5: Finance & Operations
Optimize resources to sustain and enhance effective and efficient operations for students and staff.

5.1 Create processes and management structures to promote effective and efficient use of departmental resources.

5.1.1 Funds spent on educational technology for differentiated instruction and advanced coursework are effective in raising engagement and achievement District training with CFO

5.1.2 Funds spent on student management & achievements are effective Utilize principal accounts

5.1.3 Funds spent on academics needs are data-driven and effective Utilize Instructional budgets

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Martin Elementary

Goal 1: Academic Achievement
Advance student learning, growth, and college and career offerings.

1.1 Create and sustain a data- driven instructional plan.

1.1.1 Improvement in attendance, discipline, and failure rates at each campus for all student groups and staff attendance 97% attendance goal reviewed weekly; incentives for staff & students; PBIS strategies implemented; positive tickets for rewards; increasing reading & writing across grade levels; tutors for reading 2x a week
1.1.2 Scheduled data-driven meetings with campuses on student performance and data metrics weekly PLC meetings; RTI interventionist small groups with targeted students

1.2 Annually increase student performance in Reading for ALL students and all student groups

1.2.1 Increase K-2 reading development All K-3 teachers Reading Academy completion; Leveled Literacy Intervention in English & Spanish; Increase data collection in PLCs for improved lessons
1.2.2 Increase reading MEETS mastery level on STAAR in all grades In school tutors for additional support; increase data collection in PLCs for improved lessons

1.3 Annually increase student performance in Math for ALL students and all student groups

1.3.1 Increase on level or above math levels in K-2 grade integrating StemScopes (district curriculum) into math lessons; increase data collection in PLCs for improved lessons
1.3.2 Increase math MEETS mastery level on STAAR integrating StemScopes (district curriculum) into math lessons; increase data collection in PLCs for improved lessons

Goal 2: Human Capital
Retain, recruit, and support highly qualified principals, teachers, and staff.

2.1 Retain and attract certified, highly effective teachers

2.1.1 Create a strong foundation of support and recognition for all staff. Staff Weekly Newsletter for information & recognitions; Professional Development driven by staff surveys & leadership team

2.2 Adapt and expand to innovative hiring practices.

2.2.1 Utilize social media platforms to increase awareness Implementation of Class Intercom; FB, Twiiter, & Instagram utilization

2.3 Provide meaningful professional learning for all teachers to enhance student performance.

2.4.1 Align professional development with district goals and campus data PLC discussions; leadership team drives professional development based on needs

Goal 3: School Safety
Provide a safe and orderly learning environment that benefits the well-being for all Pirates.

3.1 Implement best practices in safety for staff trainings and building safety and security.

3.1.1 100% of staff and students are trained on all required trainings including active shooter, safety policies, procedures, and protocols regularly scheduled drills; Training conducted through the year

3.2 Implement best practices that will result in students, parents, and staff experiencing a safe and secure environment.

3.2.1 The percentage of students that report experiencing a safe and secure school environment will be at or above 90% annually survey results
3.2.2 The percentage of staff that reports experiencing a safe and secure school environment will be at or above 90% annually pending survey results
3.2.3 The percentage of parents that report experiencing a safe and secure school environment will be at or above 90% annually pending survey results

3.3 Apply evidence-based approaches to support mental health, social well-being, resilience, and academic growth of all students

3.3.1 Effectively utilize and expand Communities in School counselors & CIS resources Collaboration with CIS and counselor
3.3.2 Apply evidence-based approaches to support mental health, social well being, resilience, and academic growth for all students Monthly guidance in each classroom; Weekly lessons on 7 Mindsets; Teacher to student mentoring program

3.4 Expand opportunities for families in the areas of academic, mental and physical health support.

3.4.1 Increase connections and education for families to mental health and academic support Promotion of District services and partners; weekly SEL topics

Goal 4: Communications & Community
Facilitate engagement and Pirate Pride culture through effective communication.

4.1 The district provides campuses with best practice resources and tools for engaging families

4.1.1 Implementing and maintaining a social media management solution and program monitoring all district and campus social media pages Class Intercom Program; Translation of all communication

4.2 Develop and effectively utilize a campus counsel team to impact culture, communication, and campus improvements.

4.2.1 Schedule quarterly meetings with the campus improvement council for input and development of the campus improvement plan and other campus-wide initiatives Campus Improvement Meetings scheduled

4.3 Implement family engagement opportunities and events

4.3.1 Expand family involvement; including family literacy opportunities Fall & Spring Parent Teacher Conferences; Trunk or Treat; STEM:Perot Night

Goal 5: Finance & Operations
Optimize resources to sustain and enhance effective and efficient operations for students and staff.

5.1Create processes and management structures to promote effective and efficient use of departmental resources.

5.1.1 Funds spent on educational technology for differentiated instruction and advanced coursework are effective in raising engagement and achievement District plan: chromebook access for all; BenQs
5.1.2 Funds spent on student management & achievements are effective PBIS Incentives
5.1.3 Funds spent on academics needs are data-driven and effective HB4545 plan; tutoring plan

Vision To empower each student to positively impact the world.

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Campus Improvement Plan 2022-23
Walker Elementary

Goal 1: Academic Achievement
Advance student learning, growth, and college and career offerings.

1.1 Create and sustain a data-driven instructional plan.

1.1.1 Improvement in attendance, discipline, and failure rates at each campus for all student groups and staff attendance Weekly attendance incentives; Implement Restorative Practices for discipline; Success Initiative Meetings every 3 weeks

1.1.2 Scheduled data-driven meetings with campuses on student performance and data metrics Weekly PLCs looking forward & looking back; bi-monthly Data meetings

1.2 Annually increase student performance in Reading for ALL students and all student groups

1.2.1 Increase K-2 reading development Utilization of district phonics curriculum; built in daily intervention blocks; Leveled Literacy Intervention Program (LLI)

1.2.2 Increase reading MEETS mastery level on STAAR in all grades Demonstration of Learning (DOL) weekly trackers; utilize campus interventionist to build capacity of teachers & conduct interventions; implement student data folders

1.3 Annually increase student performance in Math for ALL students and all student groups

1.3.1 Increase on level or above math levels in K-2 grade built in daily intervention blocks; utilize campus interventionist to build capacity of staff to plan and conduct daily targeted interventions

1.3.2 Increase math MEETS mastery level on STAAR Demonstration of Learning (DOL) weekly trackers; utilize campus interventionist to build capacity of teachers & conduct interventions; implement student data folders

Goal 2: Human Capital
Retain, recruit, and support highly qualified principals, teachers, and staff.

2.1 Retain and attract certified, highly effective teachers

2.1.1 Create a strong foundation of support and recognition for all staff. Pirate of the Month; Regular scheduled staff incentives: Campus Cookouts; Utilize Campus ILT & NIET Mentors to create a system of support for staff

2.2 Adapt and expand to innovative hiring practices.

2.2.1 Utilize social media platforms to increase awareness Implementation of Class Intercom; Campus calendars

2.3 Provide meaningful professional learning for all teachers to enhance student performance.

2.4.1 Align professional development with district goals and campus data Create & implement a campus differentiated professional development plan that targets specific teacher needs

Goal 3: School Safety
Provide a safe and orderly learning environment that benefits the well-being for all Pirates.

3.1 Implement best practices in safety for staff trainings and building safety and security.

3.1.1 100% of staff and students are trained on all required trainings including active shooter, safety policies, procedures, and protocols regularly scheduled drills; Training conducted through the year by district safety staff

3.2 Implement best practices that will result in students, parents, and staff experiencing a safe and secure environment.

3.2.1 The percentage of students that report experiencing a safe and secure school environment will be at or above 90% annually survey results

3.2.2 The percentage of staff that reports experiencing a safe and secure school environment will be at or above 90% annually pending survey results

3.2.3 The percentage of parents that report experiencing a safe and secure school environment will be at or above 90% annually pending survey results

3.3 Apply evidence-based approaches to support mental health, social well-being, resilience, and academic growth of all students

3.3.1 Effectively utilize and expand Communities in School counselors & CIS resources Collaboration with CIS and counselor

3.3.2 Apply evidence-based approaches to support mental health, social well being, resilience, and academic growth for all students Minute Meetings (1 min. with each student), Goal of 100's on caseload, Weekly Smore tips & help

3.4 Expand opportunities for families in the areas of academic, mental and physical health support.

3.4.1 Increase connections and education for families to mental health and academic support Coffee with Principal, Community in Schools, District resources support

Goal 4: Communications & Community
Facilitate engagement and Pirate Pride culture through effective communication.

4.1 The district provides campuses with best practice resources and tools for engaging families

4.1.1 Implementing and maintaining a social media management solution and program monitoring all district and campus social media pages Staff Members assigned to manage social media, Technology Liaison for website, Weekly Newsletters

4.2 Develop and effectively utilize a campus counsel team to impact culture, communication, and campus improvements.

4.2.1 Schedule quarterly meetings with the campus improvement council for input and development of the campus improvement plan and other campus-wide initiatives Weekly A-Team Meetings

4.3 Implement family engagement opportunities and events

4.3.1 Expand family involvement; including family literacy opportunities Math Night, Literacy Night, Block Party

Goal 5: Finance & Operations
Optimize resources to sustain and enhance effective and efficient operations for students and staff.

5.1 Create processes and management structures to promote effective and efficient use of departmental resources.

5.2.1 Funds spent on educational technology for differentiated instruction and advanced coursework are effective in raising engagement and achievement Attend training with District CFO

5.1.2 Funds spent on student management & achievements are effective utilize principal account

5.1.3 Funds spent on academics needs are data-driven and effective utilize instructional budget

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Campus Improvement Plan 2022-23
Crandall Middle School

Goal 1: Academic Achievement
Advance student learning, growth, and college and career offerings.

1.1 Create and sustain a data- driven instructional plan.

1.1.1 Improvement in attendance, discipline, and failure rates at each campus for all student groups and staff attendance Utilize attendance committee; utilization of discipline matrix; Failure documentation form requiring parent contact

1.1.2 Scheduled data-driven meetings with campuses on student performance and data metrics Administration present at meetings; PLC meetings; RtI meetings each 6 weeks

1.2 Annually increase student performance in Reading for ALL students and all student groups

1.2.1 Increase reading MEETS mastery level on STAAR in all grades Utilize reading intervention staff; HB4545 tutoring; Sheltered Instruction practices for all staff; collaboration with Reading/Language Arts Instructional Coach for planning

1.3 Annually increase student performance in Math for ALL students and all student groups

1.3.1 Increase math MEETS mastery level on STAAR Utilize math specialist; collaboration with math Instructional Coach for planning; emphasize academic planning

Goal 2: Human Capital
Retain, recruit, and support highly qualified principals, teachers, and staff.

2.1 Retain and attract certified, highly effective teachers

2.1.1 Create a strong foundation of support and recognition for all staff. Pirate of the Week; Super Staffer nominations; Team recognitions; campus & district level mentoring; leadership opportunities (SREB)

2.2 Adapt and expand to innovative hiring practices.

2.2.1 Utilize social media platforms to increase awareness Implementation of Class Intercom; Weekly Family Newsletter

2.3 Provide meaningful professional learning for all teachers to enhance student performance.

2.4.1 Align professional development with district goals and campus data Staff Surveys to drive needs; PLC Discussions

Goal 3: School Safety
Provide a safe and orderly learning environment that benefits the well-being for all Pirates.

3.1 Implement best practices in safety for staff trainings and building safety and security.

3.1.1 100% of staff and students are trained on all required trainings including active shooter, safety policies, procedures, and protocols regularly scheduled drills; utilize safety team

3.2 Implement best practices that will result in students, parents, and staff experiencing a safe and secure environment.

3.2.1 The percentage of students that report experiencing a safe and secure school environment will be at or above 90% annually pending survey results

3.2.2 The percentage of staff that reports experiencing a safe and secure school environment will be at or above 90% annually pending survey results

3.2.3 The percentage of parents that report experiencing a safe and secure school environment will be at or above 90% annually pending survey results

3.3 Apply evidence-based approaches to support mental health, social well-being, resilience, and academic growth of all students

3.3.1 Effectively utilize and expand Communities in School counselors & CIS resources increase parent involvement; improve teacher skills; improve STAAR performance

3.3.2 Counselor goal- decrease the number of failed classes and discipline referrals by 10% Small groups on high need topics, Classroom Guidance lessons; PLC each 6 weeks; Youth 180 Services

3.4 Expand opportunities for families in the areas of academic, mental and physical health support.

3.4.1 Increase connections and education for families to mental health and academic support Promotion of district initiatives: TCHATT; monthly SEL Focus

Goal 4: Communications & Community
Facilitate engagement and Pirate Pride culture through effective communication.

4.1 The district provides campuses with best practice resources and tools for engaging families

4.1.1 Implementing and maintaining a social media management solution and program monitoring all district and campus social media pages Utilization of Class Intercom for social media expansion; district survey results; translated communication

4.2 Develop and effectively utilize a campus counsel team to impact culture, communication, and campus improvements.

4.2.1 Schedule quarterly meetings with the campus improvement council for input and development of the campus improvement plan and other campus-wide initiatives Campus Improvement Plan Meetings

4.3 Implement family engagement opportunities and events

4.3.1 Expand family involvement; including family literacy opportunities Communities in School Partnership; expand outside resources for families

Goal 5: Finance & Operations
Optimize resources to sustain and enhance effective and efficient operations for students and staff.

5.1 Create processes and management structures to promote effective and efficient use of departmental resources.

5.2.1 Funds spent on educational technology for differentiated instruction and advanced coursework are effective in raising engagement and achievement District plan: chromebook access for all; BenQs

5.1.2 Funds spent on student management & achievements are effective attend district training from CFO

5.1.3 Funds spent on academics needs are data-driven and effective guidance from district personnel; utilize instructional budget

Vision To empower each student to positively impact the world.

Mission Crandall Independent School District will provide each student an exceptional education, in an inspiring environment, with caring people.

Campus Improvement Plan 2022-23
Crandall Freshman Center

Goal 1: Academic Achievement
Advance student learning, growth, and college and career offerings.

1.1 Create and sustain a data- driven instructional plan.

1.1.1 Improvement in attendance, discipline, and failure rates at each campus for all student groups and staff attendance Rigorous interim assessments for meaningful data; data evaluation; effective teaching focus; data-driven instruction; PBIS (behavior intervention)

1.1.2 Scheduled data-driven meetings with campuses on student performance and data metrics PLC collaboration; Demonstrate data ownership after disaggregation to drive instruction

1.2 Annually increase student performance in Reading for ALL students and all student groups

1.2.1 Increase reading MEETS mastery level on STAAR in all grades User-friendly data reports; test-in-hand analysis, deep analysis, immediate turnaround of assessment results; Plan and carryout interventions, extensions and enrichment activities by student, skill and target

1.3 Annually increase student performance in Math for ALL students and all student groups

1.3.1 Increase math MEETS mastery level on STAAR User-friendly data reports; test-in-hand analysis, deep analysis, immediate turnaround of assessment results; Plan and carryout interventions, extensions and enrichment activities by student, skill and target

Goal 2: Human Capital
Retain, recruit, and support highly qualified principals, teachers, and staff.

2.1 Retain and attract certified, highly effective teachers

2.1.1 Create a strong foundation of support and recognition for all staff. Provide an "open door" policy, as well as, establish face-time meeting opportunities to share concerns or answer questions, Cultivate Collaboration with mentors, Empower teachers with the resources they need to be successful, Promote an environment of trust and positive culture, Celebrate milestones and accomplishments

2.2 Adapt and expand to innovative hiring practices.

2.2.1 Utilize social media platforms to increase awareness Inform stakeholders, Issue updates, Advocate for equity

2.3 Provide meaningful professional learning for all teachers to enhance student performance.

2.4.1 Align professional development with district goals and campus data Provide PD that focuses on teaching strategies associated with specific curriculum content supports teacher learning within teachers' classroom contexts, Collaborate in team meetings using the PLC Process

Goal 3: School Safety
Provide a safe and orderly learning environment that benefits the well-being for all Pirates.

3.1 Implement best practices in safety for staff trainings and building safety and security.

3.1.1 100% of staff and students are trained on all required trainings including active shooter, safety policies, procedures, and protocols Train staff on school violence prevention, school security, school threat assessment, & school emergency planning best practices, Evaluate & refine school security measures, Update & exercise school emergency preparedness plans, Strengthen partnerships with public safety officials, Create enhanced crisis communications plans & social media strategies

3.2 Implement best practices that will result in students, parents, and staff experiencing a safe and secure environment.

3.2.1 The percentage of students that report experiencing a safe and secure school environment will be at or above 90% annually educate students about anonymous alerts, conduct surveys

3.2.2 The percentage of staff that reports experiencing a safe and secure school environment will be at or above 90% annually conduct surveys

3.2.3 The percentage of parents that report experiencing a safe and secure school environment will be at or above 90% annually utilize district information systems (Informa Cast), conduct surveys

3.3 Apply evidence-based approaches to support mental health, social well-being, resilience, and academic growth of all students

3.3.1 Effectively utilize and expand Communities in School counselors & CIS resources family support, build relationships, develop family focused staff, built partnerships

3.3.2 Meet with all ninth-graders at least twice in the school year Educate community and students on CTE pathways, increase academics and decrease discipline, conduct minute meetings

Goal 4: Communications & Community
Facilitate engagement and Pirate Pride culture through effective communication.

4.1 The district provides campuses with best practice resources and tools for engaging families

4.1.1 Implementing and maintaining a social media management solution and program monitoring all district and campus social media pages Inform stakeholders, Issue updates, Challenge students to connect, Advocate for equity

4.2 Develop and effectively utilize a campus counsel team to impact culture, communication, and campus improvements.

4.2.1 Schedule quarterly meetings with the campus improvement council for input and development of the campus improvement plan and other campus-wide initiatives Conduct Leadership Team Meetings

4.3 Implement family engagement opportunities and events

4.3.1 Expand family involvement Promote family engagement, Advocate for educators and students

3.4 Expand opportunities for families in the areas of academic, mental and physical health support.

3.4.1 Increase connections and education for families to mental health and academic support Continue to bring awareness to social and emotional health/SEL issues through School Connect lessons, Promote Clubs and organizations at Freshman Orientation

Goal 5: Finance & Operations
Optimize resources to sustain and enhance effective and efficient operations for students and staff.

5.1 Create processes and management structures to promote effective and efficient use of departmental resources.

5.1.1 Funds spent on educational technology for differentiated instruction and advanced coursework are effective in raising engagement & achievement Develop life skills, Conduct research, Promote interactive engagement

5.1.2 Funds spent on student management & achievements are effective Recruit to increase the participation of students in the AVID program, Increase school wide usage of AVID strategies in professional development

5.1.3 Funds spent on academics needs are data-driven and effective All content areas will institute a comprehensive accelerated tutoring plan to include targeted areas based upon formative and summative data throughout the year, and HB4545 tutoring requirements

Vision To empower each student to positively impact the world.

Mission Crandall Independent School District will provide each student an exceptional education, in an inspiring environment, with caring people.

Campus Improvement Plan 2022-23
Crandall High School

Goal 1: Academic Achievement
Advance student learning, growth, and college and career offerings.

1.1 Create and sustain a data-driven instructional plan.

1.1.1 Improvement in attendance, discipline, and failure rates at each campus for all student groups and staff attendance a) Establish & communicate clear expectations with staff, students, & parents; Build relationships with students via SEL with a focus on improving student drive; Attendance, discipline, and academic performance are incentivized to participate in school events, to include homecoming dance, extra-curricular incentive-based field trips, and Prom

1.1.2 Scheduled data-driven meetings with campuses on student performance and data metrics Incorporate data driven PLCs in all EOC content areas; Incorporate multiple data sources to drive decision making with student performance, safety, teacher/staff job satisfaction.

1.2 Annually increase student performance in Reading for ALL students and all student groups

1.2.1 Increase reading MEETS mastery level on STAAR in all grades Incorporate critical reading strategies in all content areas to include Navigation.

1.3 Annually increase student performance in College, Career, and Military Readiness for ALL students and all student groups

1.3.3 Increase percentage of students achieving CCMR Ready to 70% Align CTE Programs of Study with top career pathways; All CTE Programs of Study will offer a coherent sequence of courses.

Goal 2: Human Capital
Retain, recruit, and support highly qualified principals, teachers, and staff.

2.1 Retain and attract certified, highly effective teachers

2.1.1 Create a strong foundation of support and recognition for all staff. Foster positive school culture through visible leadership & support; Staff Pirate of the Month Program

2.2 Adapt and expand to innovative hiring practices.

2.2.1 Utilize social media platforms to increase awareness Multi-person social media team collaborates to capture all CHS activities.

2.3 Provide meaningful professional learning for all teachers to enhance student performance.

2.3.1 Align professional development with district goals and campus data Campus PD aligns with district goals 1-5. Campus data captured through multiple sources.

Goal 3: School Safety
Provide a safe and orderly learning environment that benefits the well-being for all Pirates.

3.1 Implement best practices in safety for staff trainings and building safety and security.

3.1.1 100% of staff and students are trained on all required trainings including active shooter, safety policies, procedures, and protocols Training conducted during the first week of school, Monthly safety drills conducted in accordance with state and district requirements.

3.2 Implement best practices that will result in students, parents, and staff experiencing a safe and secure environment.

3.2.1 The percentage of students that report experiencing a safe and secure school environment will be at or above 90% annually survey results
3.2.2 The percentage of staff that reports experiencing a safe and secure school environment will be at or above 90% annually pending survey results
3.2.3 The percentage of parents that report experiencing a safe and secure school environment will be at or above 90% annually pending survey results

3.3 Apply evidence-based approaches to support mental health, social well-being, resilience, and academic growth of all students

3.3.1 Apply evidence-based approaches to support mental health, social well being, resilience, and academic growth for all students Increase event opportunities for students and parents to interact with staff and counseling staff over mental health issues and academic opportunities, Ensuring opportunities provided will be concurrently available to our ESL families, Social Emotional Learning (SEL) lessons through Everfi, a research based program students complete online during Navigation periods on Wednesday of each week.

Goal 4: Communications & Community
Facilitate engagement and Pirate Pride culture through effective communication.

4.1 The district provides campuses with best practice resources and tools for engaging families

4.1.1 Implementing and maintaining a social media management solution and program monitoring all district and campus social media pages Multi-person social media team collaborates to capture all CHS activities.

4.2 Develop and effectively utilize a campus counsel team to impact culture, communication, and campus improvements.

4.2.1 Schedule quarterly meetings with the campus improvement council for input and development of the campus improvement plan and other campus-wide initiatives Campus improvement committee consists of the admin team and building leadership team

4.3 Implement family engagement opportunities and events

4.3.1 Expand family involvement Conduct multiple parent nights to foster engagement (8/10, 11/7, & 1/23), Provide consistent communication with parents on CHS happenings & events

3.4 Expand opportunities for families in the areas of academic, mental and physical health support.

3.4.1 Increase connections and education for families to mental health and academic support Increase event opportunities for students and parents to interact with staff and counseling staff over mental health issues and academic opportunities, Ensuring opportunities provided will be concurrently available to our ESL families.

Goal 5: Finance & Operations
Optimize resources to sustain and enhance effective and efficient operations for students and staff.

5.2 Create processes and management structures to promote effective and efficient use of departmental resources.

5.2.1 Funds spent on educational technology for differentiated instruction and advanced coursework are effective in raising engagement and achievement Practice financial discipline to ensure expenditures meet district policies and drive student growth
5.2.2 Funds spent on student management & achievements are effective Practice financial discipline to ensure expenditures meet district policies and drive student growth
5.2.3 Funds spent on academics needs are data-driven and effective practice financial discipline to ensure expenditures meet district policies and drive student growth

Crandall Independent School District
Board of Trustees

Board Meeting Date: December 12, 2022

Agenda Item: CISD Education Foundation Grant Update

Agenda Section: Information

Administrator Responsible: Nicole Tudor

Summary/Background Information: The foundation will be going over our who, what, when, why and how grants are done for the teachers in the district.

Administrative Recommendation: For your Information.

What do grants mean?

- Funding for innovative and creative educational programs and activities beyond the scope of the general classroom curriculum.

WHEN DO WE DO GRANTS?

GRANT WRITING IS GOING ON NOW!!

DECEMBER 5 = GRANT WINDOW OPENED

JANUARY 9 = GRANT WINDOW ENDS

JANUARY 16-23 = GRANTS ARE GRADED

FEBRUARY = CISD BOARD OF TRUSTEES ACCEPTS FUNDING

FEBRUARY = PRIZE PATROL

Why do we do grants?

The foundation recognizes campus budgets can be strained depending on district availability. This allows teachers to go above and beyond in creativity and innovation.

How we do grants?

Grant window opens

⬇

Application

⬇

Committee

⬇

Awarded

⬇

In Action
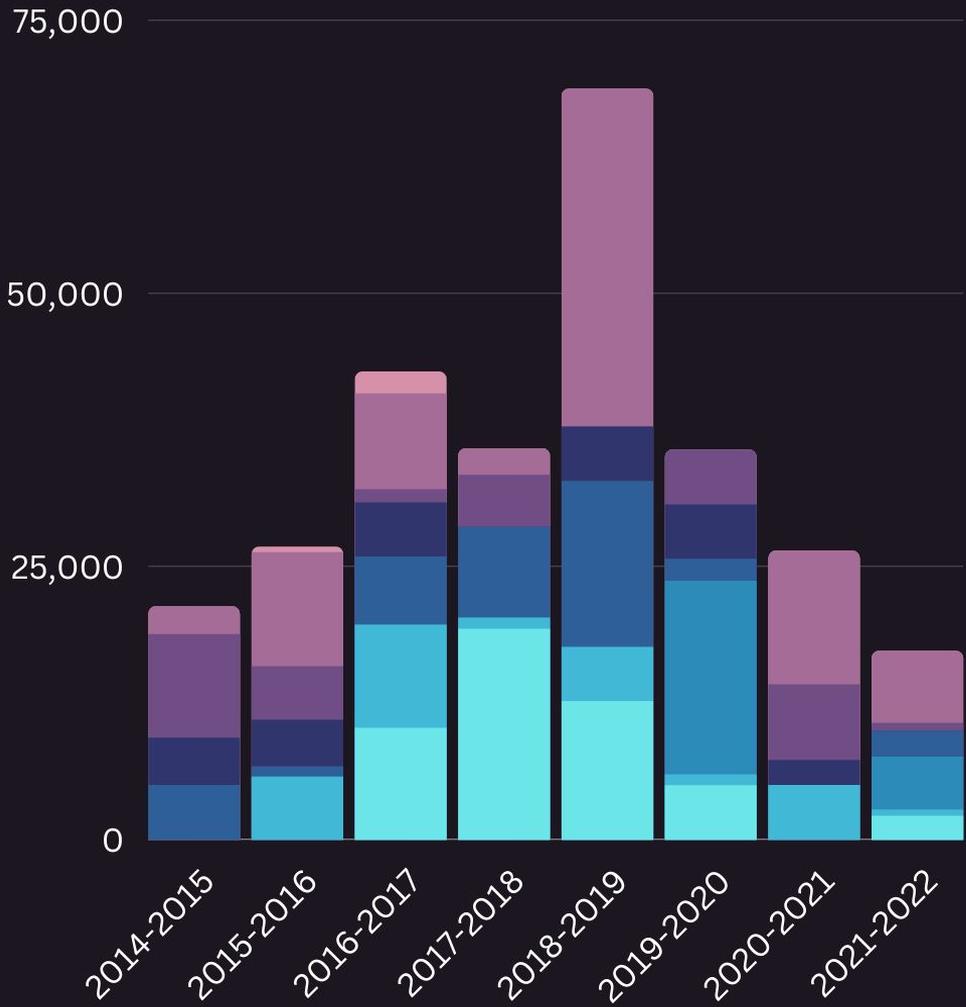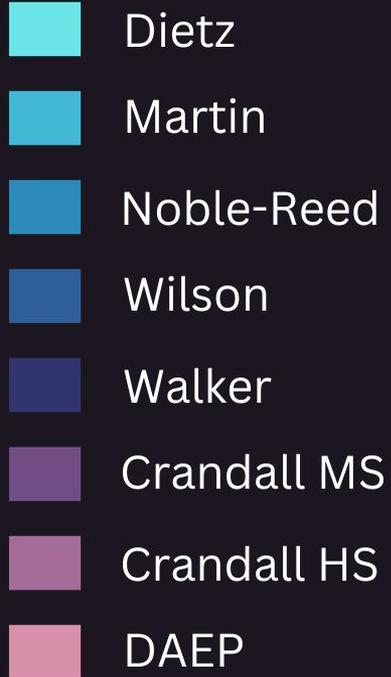
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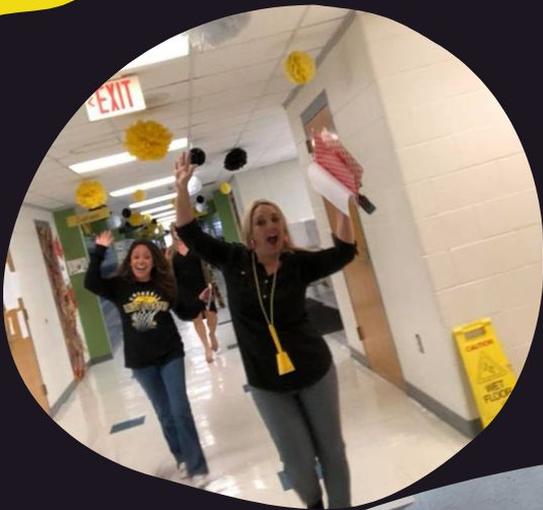
PRIZE PATROL

Crandall Independent School District

Board of Trustees

Board Meeting Date: December 12, 2022

Agenda Item: Construction Update

Agenda Section: Information

Administrator Responsible: Corey Blackburn

Summary/Background Information: Monthly project update on CISD construction projects.

Administrative Recommendation: For your information.

Crandall ISD Design & Construction

Monthly Update

Location: December School Board Meeting
Date: December 12, 2022
Time: 7:00 pm

Performing Arts Center Design Update
- Initial Design Team Site Visit 12/8
- Community Input planned for January

Smalley Building / Transportation Center Design Update
- Design Kick-off Meeting 12/13

HS Addition – Design Update
- Cafeteria Renovation Updated
- Construction Documents phase underway

Multipurpose Addition – Construction Update
- Slab poured 12/2
- Practice Field lighting complete
- Steel Package expected the end of January

Elementary #6 – Construction Update
- First Site Paving poured 12/2
- U/G plumbing and electrical underway in Area A
- Steel will begin arriving the week of 12/12

Crandall Independent School District

Board of Trustees

Board Meeting Date: December 12, 2022

Agenda Item: 2023-24 Draft Calendars

Agenda Section: Information

Administrator Responsible: Dr. Murry, Assistant Superintendent of Data

& Information Systems

Summary/Background Information: Crandall ISD is working to create the calendar for the 2023-24 school year. We are seeking input from various stakeholders regarding the design. Current draft calendars will be reviewed as an information item at the Board Meeting.

Administrative Recommendation: For your information.

Crandall Independent School District
Board of Trustees

Board Meeting Date: December 12, 2022

Agenda Item: Policy Update 119

Agenda Section: Information

Administrator Responsible: Dr. Holly Keown

Summary/Background Information: Approval for local policy updates for policies:

CPC(LOCAL) OFFICE MANAGEMENT/RECORDS MANAGEMENT
DMA(LOCAL) PROFESSIONAL DEVELOPMENT/REQUIRED STAFF DEVELOPMENT
EHAA(LOCAL) BASIC INSTRUCTIONAL PROGRAM
EHB(LOCAL) CURRICULUM DESIGN/SPECIAL PROGRAMS
EHBAA(LOCAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION & ELIGIBILITY
EIF(LOCAL) ACADEMIC ACHIEVEMENT/GRADUATION
FD(LOCAL) ADMISSIONS
FFBA(LOCAL) CRISIS INTERVENTION/TRAUMA-INFORMED CARE
FFH(LOCAL) STUDENT WELFARE

The following documents contain the proposed changes. Text in color will indicate the addition to the policy.

Administrative Recommendation: For your information.

Crandall Independent School District

Board of Trustees

Board Meeting Date: December 12, 2022

Agenda Item: Annual Investment Report

Agenda Section: Information

Administrator Responsible: Mike White, CFO

Summary/Background Information:

In accordance with board policy CDA (Local), a comprehensive report on the investment program will be presented annually.

The following annual investment report includes a review of the activities and the total yield for the preceding twelve months, suggest policies, strategies, and improvements that might enhance the investment program, and proposes an investment plan for the ensuing year**.**

Administrative Recommendations: For your information

Crandall Independent School District
Board of Trustees

Board Meeting Date: December 12, 2022

Agenda Item: Monthly Financial Reports

Agenda Section: N/A

Administrator Responsible: Mike White, Chief Financial Officer

Summary/Background Information:

Statement of Revenues, Expenditures, & Changes in Fund Balance
Tax Collection Report
Monthly Investment Report

Administrative Recommendations:

No recommendation is necessary.

STATEMENT OF REVENUES, EXPENDITURES, & CHANGES IN FUND BALANCE
GENERAL FUND
MONTH ENDING NOVEMBER 30, 2022

		Amended Budget	YTD Rev / Exp	Percent Rev / Exp
Revenue:				
5700	Local & Intermediate Sources	19,313,000.00	1,011,724	5.2%
5800	State Program Revenue	37,580,000.00	14,129,980	37.6%
5900	Federal Program Revenue	275,000.00	78,421	28.5%
	Total Revenues	57,168,000.00	15,220,124	26.6%
Appropriations:				
11	Instruction	31,132,000	7,909,659	25.4%
12	Library & Media Services	898,000	192,622	21.5%
13	Curriculum & Staff Development	759,000	188,919	24.9%
21	Instructional Leadership	755,000	185,406	24.6%
23	School Leadership	3,953,000	946,532	23.9%
31	Guidance, Counseling & Evaluations Serv	1,835,000	406,014	22.1%
32	Social Services	103,000	26,136	25.4%
33	Health Services	774,000	201,371	26.0%
34	Student Transportation	2,788,000	783,013	28.1%
36	Co-Curricular & Extra Curricular Activities	2,287,000	533,222	23.3%
41	General Administration	2,912,000	723,691	24.9%
51	Maintenance & Operation	5,386,000	1,083,423	20.1%
52	Security & Monitoring Services	1,262,000	285,831	22.6%
53	Data Processing Services	1,993,000	693,094	34.8%
61	Community Services	24,000	6,514	27.1%
71	Debt Service	0	0	0.0%
81	Facilities Acquisition & Construction	37,000	229,921	0.0%
99	Other Intergovernmental Charges	270,000	69,155	25.6%
	Total Appropriations/Expenditures	57,168,000	14,464,523	25.3%

Net Change in Fund Balance	0	755,602	
Fund Balance - September 1 (Beginning)	14,071,626	10,888,932	
Fund Balance - August 31 (Ending)	14,071,626	11,644,534	

CRANDALL ISD
856406.76
FOOD SERVICE FUND 240
MONTH ENDING NOVEMBER 30, 2022

		Amended Budget	YTD Rev / Exp	Percent Rev / Exp
Revenue:				
5700	Local & Intermediate Sources	745,000	384,410	51.6%
5800	State Program Revenue	51,000	9,974	19.6%
5900	Federal Program Revenue	2,069,000	630,515	30.5%
	Total Revenues	2,865,000	1,024,898	35.8%
Appropriations:				
35	Food Services	2,850,000	825,025	28.9%
51	Maintenances	15,000	-	0.0%
	Total Appropriations/Expenditures	2,865,000	825,025	28.8%
Net Change in Fund Balance		-	199,873	

CRANDALL INDEPENDENT SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES, & CHANGES IN FUND BALANCE
INTEREST & SINKING
MONTH ENDING NOVEMBER 30, 2022

		Amended Budget	YTD Rev / Exp	Percent Rec / Exp
Revenue:				
5700	Local & Intermediate Sources	11,770,000	510,569	4.3%
5800	State Program Revenue	260,000		0.0%
	Total Revenues	12,030,000	510,569	4.2%
Appropriations:				
71	Debt Services	13,170,000	1,450	0.0%
	Total Appropriations/Expenditures	13,170,000	1,450	0.0%
Net Change in Fund Balance		(1,140,000)	509,119	

Diversification Ratio

ANB 3.665%

Texas Range-Term 0.489%

LSIP 95.846%
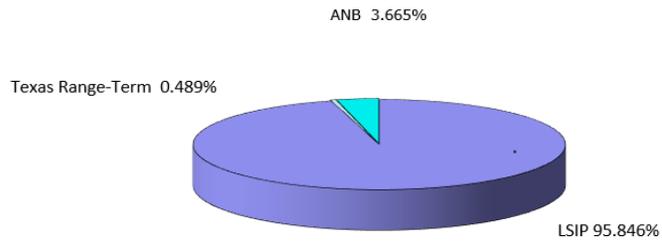
Tax Collection Report
Month Ending November 30, 2022

MAINTENANCE AND OPERATIONS

	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	YTD	BUDGET	PERC
CURRENT	$ 23,453.13	$ 11,117.72	$ 717,596.35										$ 752,167.20	$ 17,758,000.00	4.24%
PRIOR YR	$ 1,776.67	$ 15,683.67	$ 461.37										$ 17,921.71	$ 425,000.00	4.22%
PEN & INT	$ 7,177.00	$ 5,002.32	$ 8,346.00										$ 20,525.32	$ 100,000.00	20.53%
TOTAL	$ 32,406.80	$ 31,803.71	$ 726,403.72	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 790,614.23	$ 18,283,000.00	4.32%

INTEREST AND SINKING

	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	YTD	BUDGET	PERC
CURRENT	$ 13,447.89	$ 6,423.13	$ 419,843.53										$ 439,714.55	$ 11,320,000.00	3.88%
PRIOR YR	$ 907.45	$ 8,954.89	$ (382.02)										$ 9,480.32	$ 300,000.00	3.16%
PEN & INT	$ 4,045.86	$ 2,855.63	$ 4,408.49										$ 11,309.98	$ 50,000.00	22.62%
TOTAL	$ 18,401.20	$ 18,233.65	$ 423,870.00	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 460,504.85	$ 11,670,000.00	3.95%

		Interest Rate	Diversification Ratio	November 1, 2022 Beginning Balance	Increases to Cash	Decreases to Cash	Interest	November 30, 2022 Ending Balance
Lone Star Investment Pool	General Operating			8,731,437.97	2,725,430.05	(4,428,747.56)	22,775.78	7,050,896.24
	Debt Service	3.970%		6,047,790.25	423,870.00		20,281.52	6,491,941.77
	Construction			89,279,536.77		(4,526,300.00)	281,577.18	85,034,813.95
	% Funds invested in LSIP		95.846%	104,058,764.99				98,577,651.96
Texas Range-Term	General Operating - Texas Range			501,370.29	1,503.90			502,874.19
	General Operating - CD Program	3.650%		-				0.00
	% Funds invested in Texas Range		0.489%	501,370.29				502,874.19
American National Bank	General Operating			1,090,549.88	8,875,097.58	(8,209,935.03)	108.40	1,755,820.83
	Payroll Clearing			1,087,138.36	4,483,492.55	(4,107,972.13)	111.62	1,462,770.40
	Debt Service			1,407.03		(450.00)	0.10	957.13
	Black and Gold			-				0.00
	Student Activity	0.120%		227,367.69	56548.24	(26,117.56)	22.61	257,820.98
	Construction			283,547.16	4,526,300.00	(4,517,831.28)	102.19	292,118.07
	Workers Comp			1.00	6.00	(6.00)		1.00
	% Funds invested in ANB of Texas		3.665%	2,690,011.12	17,941,444.37	(16,862,312.00)	344.92	3,769,488.41
Fund Totals	General Operating			10,323,358.14	11,602,031.53	(12,638,682.59)	22,884.18	9,309,591.26
	Activity			227,367.69	56,548.24	(26,117.56)	22.61	257,820.98
	Workers Comp			1.00	6.00	(6.00)	-	1.00
	Debt Service			6,049,197.28	423,870.00	(450.00)	20,281.62	6,492,898.90
	Construction			89,563,083.93	4,526,300.00	(9,044,131.28)	20,383.71	85,326,932.02
	Payroll Clearing			1,087,138.36	4,483,492.55	(4,107,972.13)	111.62	1,462,770.40
	GRAND TOTAL		100.000%	107,250,146.40	21,092,248.32	(25,817,359.56)	63,683.74	102,850,014.56

Diversification Ratio

ANB 3.665%

Texas Range-Term 0.489%

LSIP 95.846%
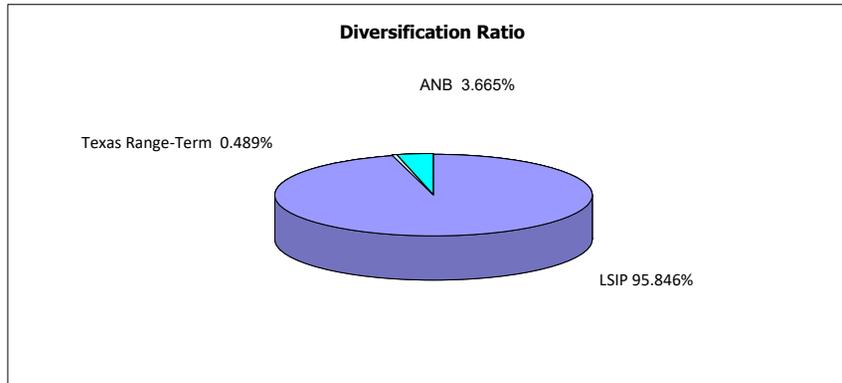
Note to Board of Trustees:

**All investments for month end for 11/30/2022
have been made in compliance with board policy
and the Public Funds Investment Act.**

**Mike White
CFO**