Funding Source:

- (LOC) Local
- (SCE) State Compensatory Education
- (TIA) Title I, Part A
- (TIM) Title I, Part C- Migrant
- (CTE) State Career & Tech. Education

IDEA-B-Formula (Sp. Ed.)
IDEA-B-Preschool
Title II, Part A
Title III-LEP
Carl D Perkins- CTE Basic

**Special Populations Targeted**

- (TFC) 21st CCLC
- (GU) Gear Up
- (SGT) Gifted & Talented
- (SSE) State Special Education
- (SBE) State Bilingual Education
- (HSA) High School Allotment

- (ESL) English as a Second Language
- (BIL) Bilingual
- (AR) At Risk
- (GT) Gifted and Talented

- (ED) Economically Disadvantaged
- (SE) Special Education

Vilma Garza
Superintendent
**RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT**
**DISTRICT IMPROVEMENT PLAN**
**2019-2020**

**TABLE OF CONTENTS**

- Board of Trustees
- Executive Administration
- D.E.I.C. Representatives
- Vision & Mission Statements and Core Values
- DIP Development Process
- District Overview
- Student Peak Enrollment—Two Year Comparison
- 2019 STAAR Scores
- Federal & State Programs Funding
- Comprehensive Needs Assessment

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Assessment of Needs</td>
</tr>
<tr>
<td>B</td>
<td>District Goal Area 1: Academic Excellence</td>
</tr>
<tr>
<td>C</td>
<td>District Goal Area 2: Learning Environment</td>
</tr>
<tr>
<td>D</td>
<td>District Goal Area 3: Quality Personnel</td>
</tr>
<tr>
<td>E</td>
<td>District Goal Area 4: Fiscal Management</td>
</tr>
<tr>
<td>F</td>
<td>District Goal Area 5: Parental Involvement</td>
</tr>
</tbody>
</table>

*Funding Source:*
- (LOC) Local
- (SCE) State Compensatory Education
- (TIA) Title I, Part A
- (TIM) Title I, Part C- Migrant
- (CTE) State Career & Tech. Education
- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B- preschool
- (TII) Title II, Part A
- (TIII) Title III-LEP
- (CDP) Carl D Perkins- CTE Basic

**Special Populations Targeted**
- (21st CCLC)
- (ED) Economically Disadvantaged
- (ESL) English as a Second Language
- (BIL) Bilingual
- (AR) At Risk
- (GT) Gifted and Talented
- (SE) Special Education
- (HSA) High School Allotment
RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2019-2020

BOARD OF TRUSTEES

Eleazar Velasquez, Jr.
Board President

Leticia O. López
Board Vice-President

Daria Dr. B. Babineaux
Board Secretary

Noe Castillo
Board Member

Basilio “Bacho” Villarreal, Jr.
Board Member

Daniel García
Board Member

Eduardo “Eddie” Ramirez
Board Member

**Funding Source:**

| (LOC) Local | (IBF) IDEA-B-Formula (Sp. Ed.) | (TFC) 21st CCLC |
| (SCE) State Compensatory Education | (IBP) IDEA-B-Preschool | (GU) Gear Up |
| (TIA) Title I, Part A | (TII) Title II, Part A | (SGT) Gifted & Talented |
| (TIM) Title I, Part C- Migrant | (TIII) Title III-LEP | (SSE) State Special Education |
| (CTE) State Career & Tech. Education | (CDP) Carl D Perkins- CTE Basic | (SBE) State Bilingual Education |

**Special Populations Targeted:**

| (ESL) English as a Second Language | (ED) Economically Disadvantaged |
| (BIL) Bilingual | (SE) Special Education |
| (AR) At Risk | (GT) Gifted and Talented |
EXECUTIVE ADMINISTRATION

Vilma Garza
Superintendent

Dr. Arcadio Salinas, III
Executive Director for Human Resources & Professional Accountability

Cynthia Bazan
Executive Director for Academics

Diana Robles-Mendez
Chief Financial Officer

FEDERAL PROGRAMS ADMINISTRATION

Virginia E. González
Federal Programs Director

Adela P. Rivera
Administrator for Federal Programs

*Funding Source:

(LOC) Local
(SCE) State Compensatory Education
(TIA) Title I, Part A
(TIM) Title I, Part C - Migrant
(CTE) State Career & Tech. Education

(IBM) IDEA-B-Formula (Sp. Ed.)
(IBP) IDEA-B-Preschool
(TII) Title II, Part A
(TIII) Title III-LEP
(CDP) Carl D Perkins- CTE Basic

(TFC) 21st CCLC
(GU) Gear Up
(SGT) Gifted & Talented
(SSE) State Special Education
(SBE) State Bilingual Education
(HSA) High School Allotment

**Special Populations Targeted:

(ESL) English as a Second Language
(BIL) Bilingual
(AR) At Risk
(GT) Gifted and Talented

(ED) Economically Disadvantaged
(SE) Special Education
## D.E.I.C. REPRESENTATIVES
### 2019-2020

<table>
<thead>
<tr>
<th>Campus</th>
<th>Member</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alto Bonito Elementary</td>
<td>Yvette Peña</td>
<td>Rosalinda García</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counselor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Claudia Sáenz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Erika Ramírez</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td>Dr. Mario E. Ramírez Elementary</td>
<td>Daniel A. Ramírez</td>
<td>Dalinda González</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counselor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alma Aldape</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Connie Trevino</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td>AC²E Elementary (Academy for Academic Enhancement)</td>
<td>Pedro Omar Peña</td>
<td>Veronica Martinez</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counselor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yvonne Berlanga</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Martha Vásquez</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td>AC²E Middle (Academy for Academic Enhancement)</td>
<td>Monique Villarreal</td>
<td>Monique Villarreal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Julissa Barrera</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hilario Patino</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td>General Ricardo Sanchez Elem.</td>
<td>Teresa G. Arriazola</td>
<td>Veronica Garcia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counselor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Judith Rodríguez</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cynthia Brown</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td>Grulla Elementary</td>
<td>Epigmenio Gonzalez, III</td>
<td>Laura Díaz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counselor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ramiro Bermea</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nancy Cahue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td>Roque Guerra, Jr. Elementary</td>
<td>Laura Barrera</td>
<td>Mario Sáenz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Asst. Principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Joann García</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brenda Arredondo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher</td>
</tr>
</tbody>
</table>

*Funding Source:

- **LOC** Local
- **SCE** State Compensatory Education
- **TIA** Title I, Part A
- **TIM** Title I, Part C- Migrant
- **CTE** State Career & Tech. Education
- **IBF** IDEA-B-Formula (Sp. Ed.)
- **IBP** IDEA-B-Preschool
- **TII** Title II, Part A
- **TIII** Title II-LEP
- **CDP** Carl D Perkins- CTE Basic
- **TFC** 21st CCLC
- **GU** Gear Up
- **SGT** Gifted & Talented
- **SSE** State Special Education
- **SBE** State Bilingual Education
- **HSA** High School Allotment

**Special Populations Targeted**

- **ESL** English as a Second Language
- **ED** Economically Disadvantaged
- **SE** Special Education
- **BIL** Bilingual
- **AR** At Risk
- **GT** Gifted and Talented
## RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
### DISTRICT IMPROVEMENT PLAN
#### 2019-2020

## D.E.I.C. REPRESENTATIVES
#### 2019-2020

<table>
<thead>
<tr>
<th>Campus</th>
<th>Campus Principal</th>
<th>Member</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>8  John and Olive Hinojosa Elem.</td>
<td>Marissa Saldivar</td>
<td>Ambarina Pérez</td>
<td>Librarian</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ida Juárez</td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Priscilla Sanchez</td>
<td>Teacher</td>
</tr>
<tr>
<td>9  La Unión Elementary</td>
<td>Lorena V. Treviño</td>
<td>Elizabeth Villarreal</td>
<td>PK Coach</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Julie Sáenz</td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Celina Diaz</td>
<td>Teacher</td>
</tr>
<tr>
<td>10 Alberto and Celia Barrera Elem.</td>
<td>Nora Rivera</td>
<td>Mariela González</td>
<td>Counselor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ana María Ramirez</td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Erika Guerra</td>
<td>Teacher</td>
</tr>
<tr>
<td>11 Ringgold Elementary</td>
<td>Idani Salinas</td>
<td>Sandra Guerrero</td>
<td>Librarian</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Roel Rios</td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Romana Leal</td>
<td>Teacher</td>
</tr>
<tr>
<td>12 Veterans Middle School</td>
<td>Enrique Cantú</td>
<td>Raúl García</td>
<td>Counselor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blanca Leal</td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ever Treviño</td>
<td>Teacher</td>
</tr>
<tr>
<td>13 Ringgold Middle School</td>
<td>Lillian Jones</td>
<td>Jeannie Anderson</td>
<td>Librarian</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stephanie Guzman</td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kelly Sarinana</td>
<td>Teacher</td>
</tr>
<tr>
<td>14 Grulla Middle School</td>
<td>Rene Peña</td>
<td>Hilda Moreno</td>
<td>Counselor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adriana Salinas</td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Claudia Garcia</td>
<td>Teacher</td>
</tr>
</tbody>
</table>

### Funding Source:
- (LOC) Local
- (SCE) State Compensatory Education
- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B-Preschool
- (TIA) Title I, Part A
- (TII) Title II, Part A
- (TIII) Title III-LEP
- (CDP) State Career & Tech. Education
- (CTE) State Bilingual Education
- (HSA) High School Allotment
- (21st CCLC)
- (GEAR UP)
- (Gifted & Talented)
- (State Special Education)
- (State Bilingual Education)
- (High School Allotment)

### Special Populations Targeted:
- (ESL) English as a Second Language
- (BIL) Bilingual
- (AR) At Risk
- (GT) Gifted and Talented
- (ED) Economically Disadvantaged
- (SE) Special Education
# RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
## DISTRICT IMPROVEMENT PLAN
### 2019-2020

## D.E.I.C. REPRESENTATIVES
### 2019-2020

<table>
<thead>
<tr>
<th>Campus</th>
<th>Campus Principal</th>
<th>Member</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 Early College High School</td>
<td>Tina L. Gorena</td>
<td>Marisa Peña</td>
<td>Dean of Instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Policarpio Corona</td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Briseida Maldonado</td>
<td>Teacher</td>
</tr>
<tr>
<td>16 Rio Grande City High School</td>
<td>Jorge E. Peña</td>
<td>Mirella Treviño</td>
<td>Asst. Principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jazmin Silva</td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kristian Treviño</td>
<td>Teacher</td>
</tr>
<tr>
<td>17 RGCCISD Grulla High School</td>
<td>Adolfo Peña, Jr.</td>
<td>Lily Olivarez</td>
<td>Counselor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ismael Sanchez</td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jose Manuel Sanchez</td>
<td>Teacher</td>
</tr>
<tr>
<td>18 RGCCISD SEAS/DAEP Center</td>
<td>Julio Eguia</td>
<td>Teresita Garcia</td>
<td>Counselor/A.P.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Claudia Pena</td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Juan Garcia</td>
<td>Teacher</td>
</tr>
</tbody>
</table>

### Community Representatives

<table>
<thead>
<tr>
<th>Campus</th>
<th>Member</th>
<th>Position/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Grulla Area</td>
<td>Veronica Martínez</td>
<td>Parent / MPAC Vice President</td>
</tr>
<tr>
<td></td>
<td>Cristina Sáenz</td>
<td>Parent / MPAC Treasurer</td>
</tr>
<tr>
<td>Rio Grande City Area</td>
<td>Ariana Salinas</td>
<td>Parent / MPAC President</td>
</tr>
<tr>
<td></td>
<td>Sandra Gámez</td>
<td>Parent / MPAC Secretary</td>
</tr>
<tr>
<td></td>
<td>Nery J. Guerra</td>
<td>Parent / MPAC Parliamentarian</td>
</tr>
<tr>
<td></td>
<td>Miriam Flores</td>
<td>Parent</td>
</tr>
<tr>
<td></td>
<td>Diana López</td>
<td>Business Representative</td>
</tr>
</tbody>
</table>

### D.E.I.C. Chairperson

| | Adela P. Rivera | Administrator for Federal Programs |

## Funding Source:

- **LOC**: Local
- **SCE**: State Compensatory Education
- **TIA**: Title I, Part A
- **TIM**: Title I, Part C- Migrant
- **CTE**: State Career & Tech. Education
- **IBF**: IDEA-B-Formula (Sp. Ed.)
- **IBP**: IDEA-B-Preschool
- **ITI**: Title II, Part A
- **TII**: Title II, Part II
- **TIII**: Title III-LEP
- **CDP**: Carl D Perkins- CTE Basic

## Special Populations Targeted:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Local</td>
<td>IDEA-B-Formula (Sp. Ed.)</td>
<td>IDEA-B-Preschool</td>
<td>Gear Up</td>
<td>21st CCLC</td>
<td>Gifted &amp; Talented</td>
<td>State Special Education</td>
<td>State Bilingual Education</td>
<td>High School Allotment</td>
<td></td>
</tr>
<tr>
<td>State Compensatory Education</td>
<td>Title I, Part A</td>
<td>Title II, Part A</td>
<td>21st CCLC</td>
<td>English as a Second Language</td>
<td>Bilingual</td>
<td>At Risk</td>
<td>Gifted and Talented</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I, Part C- Migrant</td>
<td>Title III-LEP</td>
<td>Carl D Perkins- CTE Basic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2019-2020

DISTRICT VISION

We are an educational organization that exemplifies achievement, credibility, and commitment in preparing all students to meet the academic, creative, and social challenges and responsibilities of our society.

MISSION STATEMENT

As an educational organization that exemplifies achievement, credibility, and commitment in preparing all students to meet the academic, creative, and social challenges and responsibilities of our society, we will:

- Implement a rigorous, integrated, technological, and comprehensive curricula from Pre-K to post-secondary;
- Provide school facilities that are conducive to a safe and orderly learning environment;
- Attract, retain, and develop qualified and effective personnel;
- Provide and maintain and effective and efficient fiscal management system; and
- Embrace school/community partnerships.

By focusing on cooperation and communication, delivery of quality service, and having high expectations, all students will acquire the marketable job skills and/or post-secondary prerequisites to succeed in our dynamic global society.

DISTRICT CORE VALUES

To attain our vision, and with appreciation of the cultural diversity of our community, we steadfastly hold to the core values of: Integrity, Loyalty, Dedication, Respect, Accountability, and Unity while maintaining the highest degree of professionalism.

*Funding Source:
(LOC) Local
(SCE) State Compensatory Education
(TIM) Title I, Part A
(TLE) Title II, Part A
(TIG) Title I, Part C- Migrant
(CTE) State Career & Tech. Education

**Special Populations Targeted
(LOC) Local
(IBF) IDEA-B-Formual (Sp. Ed.)
(IBP) IDEA-B-Preschool
(TII) Title II, Part A
(TIII) Title III-LEP
(CDP) Carl D Perkins- CTE Basic

(LOC) Local
(FTC) 21st CCLC
(GU) Gear Up
(SGT) Gifted & Talented
(SSE) State Special Education
(SBE) State Bilingual Education
(HSA) High School Allotment

(LOC) Local
(ESL) English as a Second Language
(BIL) Bilingual
(AR) At Risk
(GT) Gifted and Talented
(SE) Special Education
(ED) Economically Disadvantaged
RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2019-2020

DEVELOPMENT PROCESS OF THE DISTRICT IMPROVEMENT PLAN

The District Improvement Plan was developed under the thesis that ownership must first be claimed before a plan is supported and put into practice. With this concept in mind, our Vision, Mission, and Values statements were conceived.

The District Educational Improvement Council (D.E.I.C.) meets throughout the school year to develop and/or revise the district’s Comprehensive Needs Assessment (CNA), which focuses on the needs of the students throughout the school district. This year’s CNA was developed throughout the summer and finalized during the last two meetings held on August 14, 2019 and September 11, 2019. Participating teachers and campus non-instructional personnel, district administrative offices, community representatives, and parents were involved in reviewing district data from different state and local reports and surveys. Goal committees were formed to review, add, delete, and/or modify strength, weaknesses, and resources utilized and needed. With this data, target-areas were identified for improvement. Strategies and activities were outlined for each initiative.

This is a working document, and staff members will continue to review and modify as the need arises. Every year, new initiatives and programs are implemented for the purpose of growth and academic excellence.

For the 2019-2020 school year, the most critical emphasis is to continue providing interventions and expanded educational opportunities for all students, but especially for At-Risk Students, who are falling behind academically and who need to improve their skills to ensure their maximum performance in all targeted areas. Below are the interventions and expanded educational opportunities being provided as new or continued initiatives throughout this school year:

- Implement 3-year-old Program at all Elementary Campuses
- Beyond the Bell Program for Pre-K 3 – 5th grade students
- Title I Migrant Tutors
- Valued Youth Program for Middle Schools
- Department for Academics Content Specialist Assignments
- Training on new ELAR TEKS K-8
- Implement Pearlized Math (K-1)

*Funding Source:

<table>
<thead>
<tr>
<th>(LOC)</th>
<th>Local</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SCE)</td>
<td>State Compensatory Education</td>
</tr>
<tr>
<td>(TIA)</td>
<td>Title I, Part A</td>
</tr>
<tr>
<td>(TIM)</td>
<td>Title I, Part C - Migrant</td>
</tr>
<tr>
<td>(CTE)</td>
<td>State Career &amp; Tech. Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(IBF)</th>
<th>IDEA-B-Formula (Sp. Ed.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(IBP)</td>
<td>IDEA-B-Preschool</td>
</tr>
<tr>
<td>(TII)</td>
<td>Title II, Part A</td>
</tr>
<tr>
<td>(TIII)</td>
<td>Title III-LEP</td>
</tr>
<tr>
<td>(CDP)</td>
<td>Carl D Perkins- CTE Basic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(TFC)</th>
<th>21st CCLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>(GU)</td>
<td>Gear Up</td>
</tr>
<tr>
<td>(SGT)</td>
<td>Gifted &amp; Talented</td>
</tr>
<tr>
<td>(SSE)</td>
<td>State Special Education</td>
</tr>
<tr>
<td>(SBE)</td>
<td>State Bilingual Education</td>
</tr>
<tr>
<td>(HSA)</td>
<td>High School Allotment</td>
</tr>
</tbody>
</table>

**Special Populations Targeted

<table>
<thead>
<tr>
<th>(ESL)</th>
<th>English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BIL)</td>
<td>Bilingual</td>
</tr>
<tr>
<td>(AR)</td>
<td>At Risk</td>
</tr>
<tr>
<td>(GT)</td>
<td>Gifted and Talented</td>
</tr>
<tr>
<td>(ED)</td>
<td>Economically Disadvantaged</td>
</tr>
<tr>
<td>(SE)</td>
<td>Special Education</td>
</tr>
</tbody>
</table>
• Proper implementation of RTI District Procedural Manual
• Participate in Battle of the Books (Elem. Campuses) through Region One ESC
• Utilize New 2 You (N2Y) Program
• Training on writing effective IEPs
• Monetary Attendance Incentives per month for campuses with highest attendance rates or those showing growth
• Continue implementation of Edgenuity Credit Recovery Program for high school students and teacher training
• Provide after school counseling focusing on Social Emotional Learning
• Initiate a Parent Resource Center (Educate, Take, Teach) ET2
• Recruit 5-10 parent volunteers at each campus
• Quarterly Parent Newsletters
• Ready Rosie Pre-K Parental Program
• TANGO LION Reading/Math Universal Screener
• Utilize TANGO software for data analysis
• Istation Computerized Reading Program in English & Spanish for Pre-K – 8th grade
• Training on Google classroom utilities
• ELAR and Social Studies College First Migrant Camps
• Bilingual/ESL Strategists to work with identified students and teachers
• Utilize LAS/LAS Links Oral Proficiency Test
• District Comprehensive Staff Development Plan due to Bilingual Exception and ESL Waiver
• Implement new Nursing Classes at the Preparatory for Early College High School to receive Industry-Based Certifications
• Train students on Community Emergency Response Team (CERT) through DPS
• Train safety committee members and police officers on Incident Command through FEMA
• Provide active shooter/simulation trainings for administrators and teachers

*Funding Source:
(LOC)  Local
(SCE)  State Compensatory Education
(TIA)  Title I, Part A
(TIM)  Title I, Part C- Migrant
(CTE)  State Career & Tech. Education

**Special Populations Targeted:
(IBF) IDEA-B-Formula (Sp. Ed.)
(IBP) IDEA-B-Preschool
(TII) Title II, Part A
(TIII) Title III-LEP
(CDP) Carl D Perkins- CTE Basic

(TFC) 21st CCLC
(GUI) Gear Up
(SGT) Gifted & Talented
(SSE) State Special Education
(BIL) Bilingual
(AR) At Risk
(SBE) State Bilingual Education
(GT) Gifted and Talented
(HSA) High School Allotment

(EFL)  English as a Second Language
(BIL)  Bilingual
(AR)  At Risk
(GT)  Gifted and Talented
(SE)  Special Education

(ESE)  Economically Disadvantaged
Rio Grande City Consolidated Independent School District
District Overview

The Rio Grande City C.I.S.D. District Educational Improvement Council (D.E.I.C.) has worked to prepare the District Improvement Plan (DIP) to serve as a framework for central office staff and campus personnel responsible for the development, implementation, improvement, and the summative evaluation of the District’s instructional programs in order to meet the academic needs of all our students.

Student Population In establishing comprehensive instructional programs, it is important for the district to consider the diversity of the student population and the unique characteristics of the community. The Rio Grande City C.I.S.D. served 10,172 students at peak enrollment, during the 2018-2019 school year.

- Student Enrollment (peak) for 2018-2019: 10,172
- Hispanic Population: 99.89%
- Limited English Proficient: 71.5%
- Economically Disadvantaged: 89.8%
- Dropout Rate: 0.20%
- Special Education: 10.12%
- Gifted and Talented: 19.36%

The geographic area served by the R.G.C.C.I.S.D. schools encompasses some 417 square miles, a city of more than 16,000 people, including its surrounding small communities. The district serves nearly 10,175 students. Ringgold Elementary and the Academy for Academic Enhancement...
Elementary are housed on the historic Fort Ringgold and the remainder of the students are housed on campuses located from one end of Starr County to the other. Currently, the district is organized into 10 elementary schools, 4 middle schools and 3 high schools.

### Elementary Schools
**2018-2019**

<table>
<thead>
<tr>
<th>School</th>
<th>Grade Level</th>
<th>Enrollment (peak)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grulla Elementary</td>
<td>PK-5</td>
<td>533</td>
</tr>
<tr>
<td>John &amp; Olive Hinojosa Elem.</td>
<td>PK-5</td>
<td>464</td>
</tr>
<tr>
<td>La Union Elem.</td>
<td>PK-5</td>
<td>357</td>
</tr>
<tr>
<td>Alberto &amp; Celia Barrera Elem.</td>
<td>PK-5</td>
<td>493</td>
</tr>
<tr>
<td>Ringgold Elem.</td>
<td>PK-5</td>
<td>451</td>
</tr>
<tr>
<td>Roque Guerra, Jr. Elem.</td>
<td>PK-5</td>
<td>710</td>
</tr>
<tr>
<td>Alto Bonito Elem.</td>
<td>PK-5</td>
<td>561</td>
</tr>
<tr>
<td>Gen. R. Sanchez Elem.</td>
<td>PK-5</td>
<td>684</td>
</tr>
<tr>
<td>Dr. Mario Ramirez Elem.</td>
<td>PK-5</td>
<td>498</td>
</tr>
<tr>
<td>AC²E Elementary</td>
<td>K-5</td>
<td>436 (included w/ home campus)</td>
</tr>
</tbody>
</table>

Total: 5,187

### Funding Source:
- Local (LOC)
- State Compensatory Education (SCE)
- Title I, Part A (TIA)
- Title I, Part C- Migrant (TIM)
- State Career & Tech. Education (CTE)
- IDEA-B-Formula (Sp. Ed.) (IBF)
- IDEA-B-Preschool (IBP)
- Title II, Part A (TII)
- Title III-LEP (TIII)
- Carl D Perkins- CTE Basic (CDP)
- Title I, Part A (TIA)
- Title I, Part C- Migrant (TIM)
- State Career & Tech. Education (CTE)
- IDEA-B-Formula (Sp. Ed.) (IBF)
- IDEA-B-Preschool (IBP)
- Title II, Part A (TII)
- Title III-LEP (TIII)
- Carl D Perkins- CTE Basic (CDP)
- Title I, Part A (TIA)
- Title I, Part C- Migrant (TIM)
- State Career & Tech. Education (CTE)
- IDEA-B-Formula (Sp. Ed.) (IBF)
- IDEA-B-Preschool (IBP)
- Title II, Part A (TII)
- Title III-LEP (TIII)
- Carl D Perkins- CTE Basic (CDP)

### Special Populations Targeted
- 21st CCLC (TFC)
- Gear Up (GU)
- Gifted & Talented (SGT)
- State Special Education (SSE)
- State Bilingual Education (SBE)
- High School Allotment (HSA)
- English as a Second Language (ESL)
- Bilingual (BIL)
- At Risk (AR)
- Gifted and Talented (GT)
- Economically Disadvantaged (ED)
- Special Education (SE)
RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2019-2020

Secondary Schools
2018-2019

<table>
<thead>
<tr>
<th>School</th>
<th>Grade Levels</th>
<th>Enrollment (peak)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rio Grande City H.S.</td>
<td>9-12</td>
<td>1,781</td>
</tr>
<tr>
<td>R.G.C.C.I.S.D. Grulla High School</td>
<td>9-12</td>
<td>855</td>
</tr>
<tr>
<td>Early Preparatory College H.S.</td>
<td>9-12</td>
<td>505</td>
</tr>
<tr>
<td>Ringgold Middle School</td>
<td>6-8</td>
<td>680</td>
</tr>
<tr>
<td>Grulla Middle School</td>
<td>6-8</td>
<td>700</td>
</tr>
<tr>
<td>Veterans Middle School</td>
<td>6-8</td>
<td>900</td>
</tr>
<tr>
<td>AC²E Middle School</td>
<td>6-8</td>
<td>311 (included w/ home campus)</td>
</tr>
</tbody>
</table>

Total: 5,732

The total peak student enrollment for 2018-2019 decreased by 355 students over the previous year, from 10,527 to 10,172.

The Rio Grande City Consolidated Independent School District has been committed to organizing the schools to best meet the needs of all students. The seven-member school board manages and governs the schools of the district, including levying and collecting district taxes, contracting with officers and teachers, approving the district budget, setting salary schedules, and adopting district policies and setting directions for the Department of Academics.

*Funding Source:*
(LOC) Local
(SCE) State Compensatory Education
(TIA) Title I, Part A
(TIM) Title I, Part C- Migrant
(CTE) State Career & Tech. Education
(IBF) IDEA-B-Formula (Sp. Ed.)
(IBP) IDEA-B-Preschool
(TII) Title II, Part A
(TIII) Title III-LEP
(CDP) Carl D Perkins- CTE Basic

**Special Populations Targeted**
(SBE) State Bilingual Education
(SGT) Gifted & Talented
(SSE) State Special Education
(ED) Economically Disadvantaged
(SE) Special Education
(BIL) Bilingual
(AR) At Risk
(GT) Gifted and Talented
(ESL) English as a Second Language
(HSA) High School Allotment
(21st) 21st CCLC
(GU) Gear Up
To achieve the district’s academic goals, the elementary and secondary campuses are organized to effectively address the critical skills outlined in the Texas Essential Knowledge and Skills and the STAAR Performance Standards. For the past years, the schools have been implementing the TEKS at all levels. Curriculum guides have been developed and revised, which are aligned to the new state standards (Chapter 74) and focused on improving student achievement, and preparing for the state assessments (STAAR). Benchmark tests and common assessments have also been developed in the core areas.

Time allocations for presentations of the foundation curriculum are flexible according to student needs. In order to facilitate student success at all grade levels for all student populations, the district offers special instruction program services through Bilingual/ESL, Title I Regular and Title I Migrant, State Compensatory, Gifted & Talented Education, Special Education and Career and Technology Education Programs.

Bilingual Education is offered in grades PK-5 and ESL is offered at the secondary level, from 6-12. The district serves approximately 7,264 students in this program who take the STAAR in English and/or Spanish.

Title I Regular and Title I Migrant offer services at all schools. The district implements a School wide Program, which benefits students at every campus and at all grade levels. Moreover, Title I Migrant tutors work with students in small groups and/or computer assisted instructional settings to offer supplemental and individual instructional services to At-Risk students who are staying behind academically. Resource teachers also work with special population students who need additional assistance and whose IEPs prescribe specific accommodations to help them become successful with the taught curriculum. Tutorial services are also offered to those students who fail one or more subjects at all grade levels and preparing students for STAAR testing and testing End of Course exams.

The Gifted and Talented Program provides services for students in grades 1-12 in the foundation curriculum emphasizing critical thinking and problem solving skills. A General Intellectual Abilities Dimension is in operation in grades 1-5. Services for students in grades 1-5 are provided in the regular classroom through an individual and cluster-grouping mode. At the secondary level, students are scheduled into accelerated classes designed to meet the needs of the gifted students. Advanced placement classes are also part of the curriculum offered for these student populations.
Dual enrollment and concurrent enrollment courses are offered through STC and UT-RGV. Students have begun to meet the requirements of the Distinguished Achievement Program. Students are offered the option to attend our Academy for Academic Enhancement Elem. or Middle School.

Special Education currently serves over 1,031 students in all campuses. It offers services to exceptional students who have a wide range of handicapping conditions. Every effort is made to place each child in the instructional arrangement best suited to meet their individual needs. These settings include self-contained units at the regular campuses, homebound, mainstream, vocational adjustment classes, speech therapy, and residential care and treatment facilities. The Special Education Department also contracts services in psychological, visual, physical therapy and occupational therapy to provide for the “special” needs of students identified as needing these services. Students in these programs take the STAAR with accommodations and the STAAR for accountability. Inclusion is a model that is currently being implemented in all schools.

The Career and Technology Education Program is designed to prepare students to perform and compete under present day real world requirements. They now have to master skills that were unheard of decades ago. Rio Grande City C.I.S.D. is implementing a concept referred to as “Tech Prep.” This concept is designed to include the teaching of skills that prepare students for the world of work upon graduation from high school. It will also help those students planning to attend an institution of higher learning enhance their skills to help them succeed in their studies in a post-secondary setting. Tech Prep sequences the courses in such a way as to provide better training in a chosen field. It also provides for integration of academic and skills courses to enhance academic achievement. Tech Prep helps lower the dropout rate by providing the students with meaningful real world instruction.

To further enhance the instructional program, the district encourages participation in an array of athletic and academic extra-curricular activities and UIL. A local UIL Literary Events Program is offered at the elementary level for grades 1-5. This program allows for participation in several UIL written and speaking competitive events. The secondary level also allows students to participate yearly in competitive UIL meets within their designated district cadre designed to include written and speaking competition events as well.

---

**Funding Source:**

<table>
<thead>
<tr>
<th>(LOC) Local</th>
<th>(IBF) IDEA-B-Formula (Sp. Ed.)</th>
<th>(TFC) 21st CCLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SCE) State Compensatory Education</td>
<td>(IBP) IDEA-B-Preschool</td>
<td>(TFC) 21st CCLC</td>
</tr>
<tr>
<td>(TIA) Title I, Part A</td>
<td>(TII) Title II, Part A</td>
<td>(TFC) 21st CCLC</td>
</tr>
<tr>
<td>(TIM) Title I, Part C- Migrant</td>
<td>(TIII) Title III-LEP</td>
<td>(TFC) 21st CCLC</td>
</tr>
<tr>
<td>(CTE) State Career &amp; Tech. Education</td>
<td>(CDP) Carl D Perkins- CTE Basic</td>
<td>(TFC) 21st CCLC</td>
</tr>
</tbody>
</table>

**Special Populations Targeted**

<table>
<thead>
<tr>
<th>(EL) English as a Second Language</th>
<th>(BIL) Bilingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>(AR) At Risk</td>
<td>(GT) Gifted and Talented</td>
</tr>
<tr>
<td>(SE) Special Education</td>
<td>(ED) Economically Disadvantaged</td>
</tr>
</tbody>
</table>

---
Assessments and Evaluation

The District Improvement Plan has been developed to represent the recommendations reflected in the Campus Improvement Plans from all schools and the specific recommendations from the superintendent, program directors, administrators, supervisors and D.E.I.C. members.

The schools continue to utilize computer software to develop the campus plans that meet Federal and State school-wide requirements. The District Improvement Plan utilizes a database software package, Microsoft Word.

The evaluation of the District Improvement Plan for 2019-2020 will include the following as specified in the evaluation criteria for each of the activities under each goal: surveys, student progress reports, STAAR test results, PEIMS data, attendance records, budget printouts, checklists, observations, questions and answer sessions, committee reports and interviews and benchmark assessments.

The District Educational Improvement Council (D.E.I.C.) will conduct formative evaluations on the following dates:

- December 12, 2019
- May 5, 2020

The summative evaluation of the DIP will be conducted on May 26, 2020 by the D.E.I.C. and the overall summative evaluation is completed in July, once the test scores are received from the State and the various testing companies.

Acknowledgments

The DIP is the result of the intense concentration and labor of many campuses and district instructional and administrative personnel. One group, however, deserves special credit. They are the members of the District-wide Educational Improvement Council, who spent many hours determining the content and organizational structure of the plan. The D.E.I.C. members are listed in this plan. Thanks are also due to the campus principals, the campus SBDM Committees, the Program Directors and Administrators for their part in planning and organizing this plan, and to the Office of Federal Programs for preparing the District Improvement Plan. The members of the D.E.I.C. appreciate the opportunity to work closely with Ms. Garza, Superintendent of Schools, the Board of Trustees and Central Administration in order to continue to improve the quality of instruction and student achievement in the R.G.C.C.I.S.D.

*Funding Source:

- (LOC) Local
- (SCE) State Compensatory Education
- (TIM) Title I, Part C- Migrant
- (CTE) State Career & Tech. Education
- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B-Preschool
- (TII) Title II, Part A
- (TIII) Title III-LEP
- (CDP) Carl D Perkins- CTE Basic

**Special Populations Targeted:

- (TFC) 21st CCLC
- (TGU) Gear Up
- (SGT) Gifted & Talented
- (SSE) State Special Education
- (SBE) State Bilingual Education
- (HSA) High School Allotment
- (ESL) English as a Second Language
- (BIL) Bilingual
- (AR) At Risk
- (GT) Gifted and Talented
- (ED) Economically Disadvantaged
- (SE) Special Education
## R.O.G.C.C.I.S.D. STUDENT PEAK ENROLLMENT
### TWO-YEAR COMPARISON

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>GRADE LEVELS</th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELEMENTARY CAMPUSES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grulla Elementary</td>
<td>PK - 5</td>
<td>554</td>
<td>533</td>
</tr>
<tr>
<td>Alto Bonito Elementary</td>
<td>PK - 5</td>
<td>567</td>
<td>561</td>
</tr>
<tr>
<td>La Union Elementary</td>
<td>PK - 5</td>
<td>378</td>
<td>357</td>
</tr>
<tr>
<td>J &amp; O Hinojosa Elementary</td>
<td>PK - 5</td>
<td>489</td>
<td>464</td>
</tr>
<tr>
<td>Dr. Mario Ramirez Elementary</td>
<td>PK - 5</td>
<td>508</td>
<td>498</td>
</tr>
<tr>
<td>Ringgold Elementary</td>
<td>PK - 5</td>
<td>475</td>
<td>451</td>
</tr>
<tr>
<td>Alberto &amp; Celia Barrera Elem.</td>
<td>PK - 5</td>
<td>548</td>
<td>493</td>
</tr>
<tr>
<td>Roque Guerra, Jr. Elementary</td>
<td>PK - 5</td>
<td>751</td>
<td>710</td>
</tr>
<tr>
<td>Gen. Sanchez Elementary</td>
<td>PK - 5</td>
<td>735</td>
<td>684</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>GRADE LEVELS</th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SECONDARY CAMPUSES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rio Grande City High School</td>
<td>9 - 12</td>
<td>1753</td>
<td>1781</td>
</tr>
<tr>
<td>RGCCISD Grulla High School</td>
<td>9 - 12</td>
<td>945</td>
<td>855</td>
</tr>
<tr>
<td>Preparatory for Early College H.S.</td>
<td>9 - 12</td>
<td>477</td>
<td>505</td>
</tr>
<tr>
<td>Grulla Middle School</td>
<td>6 - 8</td>
<td>678</td>
<td>700</td>
</tr>
<tr>
<td>Ringgold Middle School</td>
<td>6 - 8</td>
<td>764</td>
<td>680</td>
</tr>
<tr>
<td>Veterans Middle School</td>
<td>6 - 8</td>
<td>905</td>
<td>900</td>
</tr>
</tbody>
</table>

**Funding Source:**
- LOC: Local
- SCE: State Compensatory Education
- TIA: Title I, Part A
- TIM: Title I, Part C - Migrant
- CTE: State Career & Tech. Education
- IBF: IDEA-B-Formula (Sp. Ed.)
- IBP: IDEA-B-Preschool
- TII: Title II, Part A
- TIII: Title III-LEP
- CDP: Carl D Perkins- CTE Basic

**Special Populations Targeted**
- (Funding Source): 21st CCLC
- (LOC): 21st CCLC
- (IBF): IDEA-B-Formula (Sp. Ed.)
- (TFA): 21st CCLC
- (SCE): English as a Second Language (ESL)
- (TIM): AT Risk (AR)
- (CTE): Gifted and Talented (GT)
- (LOC): State Special Education (SSE)
- (IBF): State Special Education (SSE)
- (TFA): State Special Education (SSE)
- (SCE): At Risk (AR)
- (TIM): Gifted and Talented (GT)
- (CTE): Gifted and Talented (GT)
- (LO): Economically Disadvantaged (ED)
- (IBF): Economically Disadvantaged (ED)
- (TIM): Special Education (SE)
- (CTE): Special Education (SE)
## R.G.C.C.I.S.D. Elementary School Scores--STAAR Grades 3-8

*Represents 2019 Passing Standard

### Elementary Schools

<table>
<thead>
<tr>
<th>Elementary Schools</th>
<th>Grade 3 Reading 53%*</th>
<th>Grade 3 Math 50%*</th>
<th>Grade 4 Reading 56%*</th>
<th>Grade 4 Math 50%*</th>
<th>Grade 4 Writing 56%*</th>
<th>Grade 5 Science 58%*</th>
<th>Grade 5 Math 47%* 50%*</th>
<th>Grade 5 Reading 55%* 58%*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alto Bonito Elementary</td>
<td>Spring 2016 45%</td>
<td>49%</td>
<td>71%</td>
<td>77%</td>
<td>75%</td>
<td>66%</td>
<td>83%</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td>Spring 2017 61%</td>
<td>64%</td>
<td>67%</td>
<td>75%</td>
<td>74%</td>
<td>80%</td>
<td>90%</td>
<td>91%</td>
</tr>
<tr>
<td></td>
<td>Spring 2018 64%</td>
<td>67%</td>
<td>63%</td>
<td>68%</td>
<td>61%</td>
<td>62%</td>
<td>84%</td>
<td>87%</td>
</tr>
<tr>
<td></td>
<td>Spring 2019 71%</td>
<td>79%</td>
<td>79%</td>
<td>74%</td>
<td>72%</td>
<td>56%</td>
<td>80%</td>
<td>94%</td>
</tr>
<tr>
<td>Dr. M. E. Ramirez Elementary</td>
<td>Spring 2016 52%</td>
<td>80%</td>
<td>57%</td>
<td>59%</td>
<td>52%</td>
<td>63%</td>
<td>68%</td>
<td>79%</td>
</tr>
<tr>
<td></td>
<td>Spring 2017 55%</td>
<td>70%</td>
<td>61%</td>
<td>59%</td>
<td>49%</td>
<td>52%</td>
<td>82%</td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td>Spring 2018 79%</td>
<td>71%</td>
<td>59%</td>
<td>78%</td>
<td>56%</td>
<td>55%</td>
<td>84%</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td>Spring 2019 81%</td>
<td>76%</td>
<td>72%</td>
<td>87%</td>
<td>66%</td>
<td>64%</td>
<td>83%</td>
<td>94%</td>
</tr>
<tr>
<td>General R. Sanchez Elementary</td>
<td>Spring 2016 58%</td>
<td>57%</td>
<td>64%</td>
<td>71%</td>
<td>59%</td>
<td>73%</td>
<td>81%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Spring 2017 70%</td>
<td>71%</td>
<td>63%</td>
<td>72%</td>
<td>63%</td>
<td>78%</td>
<td>90%</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>Spring 2018 79%</td>
<td>85%</td>
<td>76%</td>
<td>70%</td>
<td>56%</td>
<td>77%</td>
<td>89%</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td>Spring 2019 78%</td>
<td>88%</td>
<td>82%</td>
<td>81%</td>
<td>77%</td>
<td>86%</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>Grulla Elementary</td>
<td>Spring 2016 66%</td>
<td>74%</td>
<td>55%</td>
<td>61%</td>
<td>51%</td>
<td>68%</td>
<td>70%</td>
<td>83%</td>
</tr>
<tr>
<td></td>
<td>Spring 2017 73%</td>
<td>77%</td>
<td>68%</td>
<td>76%</td>
<td>46%</td>
<td>58%</td>
<td>67%</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>Spring 2018 74%</td>
<td>70%</td>
<td>51%</td>
<td>57%</td>
<td>46%</td>
<td>62%</td>
<td>83%</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td>Spring 2019 66%</td>
<td>73%</td>
<td>53%</td>
<td>43%</td>
<td>50%</td>
<td>57%</td>
<td>70%</td>
<td>84%</td>
</tr>
<tr>
<td>La Union Elementary</td>
<td>Spring 2016 53%</td>
<td>60%</td>
<td>56%</td>
<td>70%</td>
<td>51%</td>
<td>70%</td>
<td>75%</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td>Spring 2017 43%</td>
<td>45%</td>
<td>59%</td>
<td>75%</td>
<td>51%</td>
<td>79%</td>
<td>87%</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>Spring 2018 61%</td>
<td>69%</td>
<td>63%</td>
<td>78%</td>
<td>61%</td>
<td>83%</td>
<td>85%</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>Spring 2019 65%</td>
<td>69%</td>
<td>68%</td>
<td>70%</td>
<td>67%</td>
<td>85%</td>
<td>88%</td>
<td>92%</td>
</tr>
</tbody>
</table>

Data is based on all students as per Spring 2016/2017/2018/2019. Summary Reports 2016 scores include STAAR, STAAR L and STAAR w/ Accommodations. Summary Reports 2019 scores include ALL Students. **Second Administration STAAR Reading Admin. includes STAAR, STAAR w/ Accommodations and STAAR Sp. Versions**

### Funding Source:

- (LOC) Local
- (SCE) State Compensatory Education
- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B- Preschool
- (TIA) Title I, Part A
- (TII) Title II, Part A
- (TIM) Title I, Part C- Migrant
- (CTE) State Career & Tech. Education
- (CDP) Carl D Perkins- CTE Basic
- (TFC) 21st CCLC
- (GU) Gear Up
- (SGT) Gifted & Talented
- (SSE) State Special Education
- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B- Preschool
- (TII) Title II, Part A
- (TIM) Title I, Part C- Migrant
- (CTE) State Career & Tech. Education
- (CDP) Carl D Perkins- CTE Basic
- (TFC) 21st CCLC
- (GU) Gear Up
- (SGT) Gifted & Talented
- (SSE) State Special Education
- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B- Preschool
- (TII) Title II, Part A
- (TIM) Title I, Part C- Migrant
- (CTE) State Career & Tech. Education
- (CDP) Carl D Perkins- CTE Basic
- (TFC) 21st CCLC
- (GU) Gear Up
- (SGT) Gifted & Talented
- (SSE) State Special Education

### Special Populations Targeted:

- (ED) English as a Second Language
- (AR) At Risk
- (BIL) Bilingual
- (GT) Gifted and Talented
- (SE) Special Education
- (ED) Economically Disadvantaged
- (SE) Special Education
### R.G.C.C.I.S.D. ELEMENTARY SCHOOL SCORES--STAAR GRADES 3-8

*Represents 2019 Passing Standard

<table>
<thead>
<tr>
<th>Elementary Schools</th>
<th>Grade 3 Reading</th>
<th>Grade 3 Math</th>
<th>Grade 4 Reading</th>
<th>Grade 4 Math</th>
<th>Grade 4 Writing</th>
<th>Grade 5 Science</th>
<th>Grade 5 Math</th>
<th>Grade 5 ** Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Union Elementary</td>
<td>Spring 2016</td>
<td>53%*</td>
<td>60%*</td>
<td>56%*</td>
<td>70%*</td>
<td>51%*</td>
<td>70%*</td>
<td>75%* 46% 43%*</td>
</tr>
<tr>
<td></td>
<td>Spring 2017</td>
<td>43%</td>
<td>45%</td>
<td>59%</td>
<td>75%</td>
<td>51%</td>
<td>79%</td>
<td>87% 94% 67%*</td>
</tr>
<tr>
<td></td>
<td>Spring 2018</td>
<td>61%</td>
<td>69%</td>
<td>63%</td>
<td>78%</td>
<td>61%</td>
<td>83%</td>
<td>85% 92% 78%*</td>
</tr>
<tr>
<td></td>
<td>Spring 2019</td>
<td>65%</td>
<td>69%</td>
<td>68%</td>
<td>70%</td>
<td>67%</td>
<td>85%</td>
<td>88% 92% 89%*</td>
</tr>
<tr>
<td>Alberto &amp; Celia Barrera Elementary</td>
<td>Spring 2016</td>
<td>49%</td>
<td>70%</td>
<td>65%</td>
<td>75%</td>
<td>60%</td>
<td>50%</td>
<td>53% 70% 50%*</td>
</tr>
<tr>
<td></td>
<td>Spring 2017</td>
<td>53%</td>
<td>69%</td>
<td>51%</td>
<td>74%</td>
<td>44%</td>
<td>48%</td>
<td>71% 74% 43%*</td>
</tr>
<tr>
<td></td>
<td>Spring 2018</td>
<td>57%</td>
<td>74%</td>
<td>60%</td>
<td>74%</td>
<td>60%</td>
<td>51%</td>
<td>79% 87% 48%*</td>
</tr>
<tr>
<td></td>
<td>Spring 2019</td>
<td>69%</td>
<td>85%</td>
<td>69%</td>
<td>81%</td>
<td>69%</td>
<td>69%</td>
<td>77% 95% 71%*</td>
</tr>
<tr>
<td>J&amp;O Hinojosa Elementary</td>
<td>Spring 2016</td>
<td>51%</td>
<td>64%</td>
<td>55%</td>
<td>74%</td>
<td>43%</td>
<td>77%</td>
<td>84% 94% 68%*</td>
</tr>
<tr>
<td></td>
<td>Spring 2017</td>
<td>70%</td>
<td>73%</td>
<td>68%</td>
<td>84%</td>
<td>57%</td>
<td>81%</td>
<td>85% 88% 68%*</td>
</tr>
<tr>
<td></td>
<td>Spring 2018</td>
<td>68%</td>
<td>73%</td>
<td>58%</td>
<td>88%</td>
<td>59%</td>
<td>77%</td>
<td>85% 90% 78%*</td>
</tr>
<tr>
<td></td>
<td>Spring 2019</td>
<td>74%</td>
<td>78%</td>
<td>79%</td>
<td>90%</td>
<td>61%</td>
<td>78%</td>
<td>89% 93% 76%*</td>
</tr>
<tr>
<td>Ringgold Elementary</td>
<td>Spring 2016</td>
<td>68%</td>
<td>86%</td>
<td>80%</td>
<td>82%</td>
<td>70%</td>
<td>58%</td>
<td>69% 83% 62%*</td>
</tr>
<tr>
<td></td>
<td>Spring 2017</td>
<td>72%</td>
<td>66%</td>
<td>80%</td>
<td>84%</td>
<td>69%</td>
<td>59%</td>
<td>73% 91% 77%*</td>
</tr>
<tr>
<td></td>
<td>Spring 2018</td>
<td>78%</td>
<td>80%</td>
<td>91%</td>
<td>87%</td>
<td>78%</td>
<td>89%</td>
<td>90% 96% 89%*</td>
</tr>
<tr>
<td></td>
<td>Spring 2019</td>
<td>77%</td>
<td>78%</td>
<td>92%</td>
<td>85%</td>
<td>78%</td>
<td>85%</td>
<td>94% 98% 98%*</td>
</tr>
<tr>
<td>Roque Guerra, Jr. Elementary</td>
<td>Spring 2016</td>
<td>61%</td>
<td>80%</td>
<td>62%</td>
<td>77%</td>
<td>68%</td>
<td>77%</td>
<td>71% 83% 53%*</td>
</tr>
<tr>
<td></td>
<td>Spring 2017</td>
<td>65%</td>
<td>75%</td>
<td>65%</td>
<td>87%</td>
<td>72%</td>
<td>83%</td>
<td>87% 92% 63%*</td>
</tr>
<tr>
<td></td>
<td>Spring 2018</td>
<td>65%</td>
<td>70%</td>
<td>66%</td>
<td>78%</td>
<td>63%</td>
<td>76%</td>
<td>91% 97% 71%*</td>
</tr>
<tr>
<td></td>
<td>Spring 2019</td>
<td>66%</td>
<td>63%</td>
<td>76%</td>
<td>76%</td>
<td>73%</td>
<td>88%</td>
<td>94% 74%*</td>
</tr>
</tbody>
</table>

Data is based on all students as per Spring 2016 /2017/2018/2019. Summary Reports 2016 scores include STAAR, STAAR L and STAAR w/ Accommodations. Summary Reports 2019 scores include ALL Students. **Second Administration STAAR Reading Admin. includes STAAR, STAAR w/ Accommodations and STAAR Sp. Versions

*Funding Source:
- (LOC) Local
- (SCE) State Compensatory Education
- (TIA) Title I, Part A
- (CTE) State Career & Tech. Education
- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B-.preschool
- (TII) Title II, Part A
- (CDP) Carl D Perkins- CTE Basic
- (TFc) 21st CCLC
- (GU) Gear Up
- (SGT) Gifted & Talented
- (SSE) State Special Education
- (HSA) High School Allotment
- (ESL) English as a Second Language
- (BIL) Bilingual
- (AR) At Risk
- (GT) Gifted and Talented

**Special Populations Targeted:
- (ED) Economically Disadvantaged
- (SE) Special Education
**R.G.C.C.I.S.D. MIDDLE SCHOOL SCORES---STAAR GRADES 3-8**

* Represents 2019 Passing Standard

<table>
<thead>
<tr>
<th>Middle Schools</th>
<th>Grade 6 Reading</th>
<th>Grade 6 Math</th>
<th>Grade 7 Reading</th>
<th>Grade 7 Math</th>
<th>Grade 7 Writing</th>
<th>Grade 8 SS</th>
<th>Grade 8 Science</th>
<th>Grade 8 Math</th>
<th>Grade 8 Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grulla Middle</td>
<td>58%*</td>
<td>37%*</td>
<td>55%*</td>
<td>40%*</td>
<td>57%*</td>
<td>50%*</td>
<td>52%*</td>
<td>45%* 45%*</td>
<td>57%* 55%*</td>
</tr>
<tr>
<td><strong>Spring 2016</strong></td>
<td>49%</td>
<td>69%</td>
<td>48%</td>
<td>42%</td>
<td>55%*</td>
<td>49%*</td>
<td>58%*</td>
<td>46% 58%</td>
<td>56% 67%</td>
</tr>
<tr>
<td><strong>Spring 2017</strong></td>
<td>46%</td>
<td>69%</td>
<td>59%</td>
<td>63%</td>
<td>61%</td>
<td>35%*</td>
<td>62%*</td>
<td>52% 63%</td>
<td>58% 68%</td>
</tr>
<tr>
<td><strong>Spring 2018</strong></td>
<td>36%</td>
<td>57%</td>
<td>53%</td>
<td>56%</td>
<td>49%*</td>
<td>55%*</td>
<td>65%*</td>
<td>69% 79%</td>
<td>65% 74%</td>
</tr>
<tr>
<td><strong>Spring 2019</strong></td>
<td>55%</td>
<td>67%</td>
<td>65%</td>
<td>75%</td>
<td>52%</td>
<td>50%*</td>
<td>73%*</td>
<td>69% 83%</td>
<td>60% 71%</td>
</tr>
<tr>
<td>Ringgold Middle</td>
<td>54%</td>
<td>69%</td>
<td>52%</td>
<td>64%</td>
<td>49%*</td>
<td>58%*</td>
<td>47% 69%</td>
<td>57% 67%</td>
<td></td>
</tr>
<tr>
<td><strong>Spring 2016</strong></td>
<td>48%</td>
<td>78%</td>
<td>56%</td>
<td>70%</td>
<td>53%</td>
<td>59%*</td>
<td>64% 75%</td>
<td>64% 79%</td>
<td></td>
</tr>
<tr>
<td><strong>Spring 2017</strong></td>
<td>48%</td>
<td>85%</td>
<td>58%</td>
<td>73%</td>
<td>59%</td>
<td>49%*</td>
<td>68% 71%</td>
<td>63% 75%</td>
<td></td>
</tr>
<tr>
<td><strong>Spring 2018</strong></td>
<td>48%</td>
<td>78%</td>
<td>56%</td>
<td>70%</td>
<td>53%</td>
<td>59%*</td>
<td>64% 75%</td>
<td>64% 79%</td>
<td></td>
</tr>
<tr>
<td><strong>Spring 2019</strong></td>
<td>54%</td>
<td>85%</td>
<td>58%</td>
<td>73%</td>
<td>59%</td>
<td>49%*</td>
<td>68% 71%</td>
<td>63% 75%</td>
<td></td>
</tr>
<tr>
<td>Veterans Middle</td>
<td>57%</td>
<td>63%</td>
<td>61%</td>
<td>59%</td>
<td>69%</td>
<td>43%*</td>
<td>56%</td>
<td>62% 74%</td>
<td>75% 80%</td>
</tr>
<tr>
<td><strong>Spring 2016</strong></td>
<td>56%</td>
<td>67%</td>
<td>71%</td>
<td>67%</td>
<td>73%</td>
<td>61%*</td>
<td>64%*</td>
<td>68% 79%</td>
<td>72% 85%</td>
</tr>
<tr>
<td><strong>Spring 2017</strong></td>
<td>54%</td>
<td>66%</td>
<td>63%</td>
<td>58%</td>
<td>65%</td>
<td>72%*</td>
<td>66%*</td>
<td>79% 88%</td>
<td>76% 84%</td>
</tr>
<tr>
<td><strong>Spring 2018</strong></td>
<td>57%</td>
<td>80%</td>
<td>68%</td>
<td>67%</td>
<td>69%*</td>
<td>52%*</td>
<td>68%*</td>
<td>81% 88%</td>
<td>72% 80%</td>
</tr>
<tr>
<td><strong>Spring 2019</strong></td>
<td>57%</td>
<td>80%</td>
<td>68%</td>
<td>67%</td>
<td>69%*</td>
<td>52%*</td>
<td>68%*</td>
<td>81% 88%</td>
<td>72% 80%</td>
</tr>
</tbody>
</table>

Data is based on all students as per Spring 2016 /2017/2018/2019  
Summary Reports 2016 scores include STAAR, STAAR L and STAAR w/ Accommodations  
Summary Reports 2019 scores include ALL Students  
** Second Administration STAAR Reading Admin. includes STAAR, STAAR w/ Accommodations and STAAR Sp.

---

**Funding Source:**

- (LOC) Local
- (SCE) State Compensatory Education
- (TIA) Title I, Part A
- (TIM) Title I, Part C- Migrant
- (CTE) State Career & Tech. Education
- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B-Preschool
- (TII) Title II, Part A
- (TIII) Title III-LEP
- (CDP) Carl D Perkins- CTE Basic

**Special Populations Targeted**

- (TFC) 21st CCLC
- (TFC) Gear Up
- (SSE) State Special Education
- (SBE) State Bilingual Education
- (HSA) High School Allotment
- (ESL) English as a Second Language
- (BIL) Bilingual
- (AR) At Risk
- (GT) Gifted and Talented
- (ED) Economically Disadvantaged
- (SE) Special Education
**RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT**  
**DISTRICT IMPROVEMENT PLAN**  
**2019-2020**  

**R.G.C.C.I.S.D. HIGH SCHOOL SCORES--STAAR EOC GRADES 9-12**  
* Represents 2019 Passing Standard

<table>
<thead>
<tr>
<th>High Schools</th>
<th>Assessment Year</th>
<th>ENGLISH I 57%*</th>
<th>ENGLISH II 60%*</th>
<th>ALGEBRA I 39%*</th>
<th>BIOLOGY 38%*</th>
<th>U.S. HISTORY 43%*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparatory for Early College H.S.</td>
<td>Spring 2017</td>
<td>76%</td>
<td>79%</td>
<td>98%</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td>Spring 2018</td>
<td>87%</td>
<td>76%</td>
<td>97%</td>
<td>98%</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>Spring 2019</td>
<td>83%</td>
<td>88%</td>
<td>98%</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>RGCCISD Grulla High School</td>
<td>Spring 2017</td>
<td>38%</td>
<td>46%</td>
<td>58%</td>
<td>74%</td>
<td>76%</td>
</tr>
<tr>
<td></td>
<td>Spring 2018</td>
<td>38%</td>
<td>42%</td>
<td>65%</td>
<td>76%</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>Spring 2019</td>
<td>43%</td>
<td>48%</td>
<td>88%</td>
<td>84%</td>
<td>86%</td>
</tr>
<tr>
<td>Rio Grande City High School</td>
<td>Spring 2017</td>
<td>41%</td>
<td>48%</td>
<td>82%</td>
<td>77%</td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td>Spring 2018</td>
<td>49%</td>
<td>53%</td>
<td>77%</td>
<td>79%</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>Spring 2019</td>
<td>47%</td>
<td>50%</td>
<td>73%</td>
<td>77%</td>
<td>89%</td>
</tr>
</tbody>
</table>

*Funding Source:

- (LOC) Local
- (SCE) State Compensatory Education
- (TIA) Title I, Part A
- (TII) Title II, Part A
- (TIM) Title I, Part C- Migrant
- (CTE) State Career & Tech. Education
- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B-Preschool
- (TFC) 21st CCLC
- (GU) Gear Up
- (SGT) Gifted & Talented
- (SSE) State Special Education
- (CDP) Carl D Perkins- CTE Basic
- (HSA) High School Allotment

**Special Populations Targeted**

- (ESL) English as a Second Language
- (BIL) Bilingual
- (AR) At Risk
- (GT) Gifted and Talented
- (ED) Economically Disadvantaged
- (SE) Special Education
RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2019-2020

RIO GRANDE CITY CISD
FEDERAL & STATE PROGRAMS FUNDING
2019-2020

FEDERAL PROGRAMS

<table>
<thead>
<tr>
<th>FUND</th>
<th>DESCRIPTION</th>
<th>AWARD AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>211</td>
<td>Title I, Part A- Improving Basic Programs</td>
<td>$5,191,189.00</td>
</tr>
<tr>
<td>212</td>
<td>Title I, Part C- Migrant</td>
<td>1,122,340.00</td>
</tr>
<tr>
<td>224</td>
<td>IDEA B- Formula</td>
<td>1,933,742.00</td>
</tr>
<tr>
<td>225</td>
<td>IDEA B- Preschool</td>
<td>19,354.00</td>
</tr>
<tr>
<td>244</td>
<td>Carl D. Perkins Basic Grant Formula for CATE</td>
<td>142,300.00</td>
</tr>
<tr>
<td>255</td>
<td>Title II, Part A- Teacher &amp; Principal Training &amp; Recruiting</td>
<td>526,949.00</td>
</tr>
<tr>
<td>263</td>
<td>Title III, Part A- English Language Acquisition</td>
<td>686,596.00</td>
</tr>
<tr>
<td>264</td>
<td>Title IV, Part A - Safe and Drug-Free Schools and Communities</td>
<td>1,151,071.00</td>
</tr>
<tr>
<td>270</td>
<td>Title VI Rural and Low Income</td>
<td>196,283.00</td>
</tr>
<tr>
<td>274</td>
<td>Gear Up</td>
<td>86,325.00</td>
</tr>
</tbody>
</table>

FEDERAL PROGRAMS TOTAL $11,368,441.00

STATE PROGRAMS

<table>
<thead>
<tr>
<th>FUND</th>
<th>DESCRIPTION</th>
<th>AWARD AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Gifted &amp; Talented</td>
<td>$343,953.00</td>
</tr>
<tr>
<td>22</td>
<td>Career &amp; Technology</td>
<td>6,395,809.00</td>
</tr>
<tr>
<td>23</td>
<td>Special Education</td>
<td>7,273,299.00</td>
</tr>
<tr>
<td>25</td>
<td>Bilingual Education</td>
<td>4,827,774.00</td>
</tr>
<tr>
<td>30</td>
<td>State Compensatory Education</td>
<td>14,717,452.00</td>
</tr>
<tr>
<td>36</td>
<td>Early Education Allotment</td>
<td>3,324,552.00</td>
</tr>
<tr>
<td>37</td>
<td>Dyslexia</td>
<td>379,201.00</td>
</tr>
<tr>
<td>38</td>
<td>College, Career &amp; Military Readiness</td>
<td>6,395,809.00</td>
</tr>
</tbody>
</table>

STATE PROGRAMS TOTAL $43,657,849.00

*Funding Source:
(LOC) Local
(SCE) State Compensatory Education
(TIM) Title I, Part C- Migrant
(TIA) Title I, Part A
(CTE) State Career & Tech. Education

**Special Populations Targeted
(ED) Economically Disadvantaged
(SE) Special Education
(ESL) English as a Second Language
(BIL) Bilingual
(AR) At Risk
(GT) Gifted and Talented
(SBE) State Bilingual Education
(HSA) High School Allotment
(GU) Gear Up
(SGT) Gifted & Talented
(SSE) State Special Education
(SFC) 21st CCLC
(TFC) 21st CCLC
(TIF) Title III-LEP
(CDP) Carl D Perkins- CTE Basic
COMPREHENSIVE NEEDS ASSESSMENT (Revised on Aug. 27, 2019)

DEMOGRAPHICS
1. Increase the level of academic achievement for both Special Education (SE) and English Learners (EL) subgroups.
2. Provide special programs to assist students in successfully exiting Special Education status of SE/EL.
3. Increase positive behavior supports for special education students to decrease discipline issues and removals to In School Suspension and/or Out of School Suspension.
4. Provide more targeted instruction to support the needs of non-exited secondary Special Education/English Learner (EL) student populations.

STUDENT ACHIEVEMENT
1. Focus on student performance in 4th & 7th Grade Writing, English I and II EOC, and 6th and 7th Reading.
2. Increase the passing rate of all student groups in all subjects (math, reading, writing, social studies and science) and four TELPAS domains.
3. Continue to implement the writing curriculum using the TEKS Resource System from grades 2nd to 8th.
4. Close academic gaps in reading and math for all students to increase overall reading and math levels.
5. Provide targeted professional development for teachers in the areas of reading, math, writing, social studies, science, and Bil./ESL.
6. Evaluate instructional programs.
7. Continue to implement Response to Intervention (RTI) process for academic and behavior needs.
8. Increase college and career readiness of students.

SCHOOL CULTURE AND CLIMATE
1. Increase awareness of promoting facilities that are conducive to a safe environment by providing staff development to all personnel on the Standard Response Protocol and Crisis Management Plan.
2. Promote more student participation in extra-curricular activities to decrease discipline problems and increase attendance.
3. Diminish the potential of school violence based on the national epidemic by providing district program initiatives.
4. Increase coordination and support of the Rio Grande City afterschool sports activities to promote safety.
5. Implement a district-wide Character Education curriculum.
6. Increase awareness of substance abuse among our students.

**Funding Source:**
- **LOC** Local
- **SCE** State Compensatory Education
- **TIM** Title I, Part A
- **CTE** State Career & Tech. Education
- **IBF** IDEA-B-Formula (Sp. Ed.)
- **IBP** IDEA-B-Preschool
- **TII** Title II, Part A
- **CDP** Carl D Perkins- CTE Basic
- **TFC** 21st CCLC
- **GU** Gear Up
- **TIII** Title III-LEP
- **SBE** State Bilingual Education
- **HSA** High School Allotment

**Special Populations Targeted**
- **ESL** English as a Second Language
- **BIL** Bilingual
- **GT** Gifted and Talented
- **AR** At Risk
- **BIL** Bilingual
- **SE** Special Education
- **ED** Economically Disadvantaged
RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2019-2020

STAFF QUALITY, RECRUITMENT AND RETENTION

1. Attain, retain, and develop qualified and effective personnel.
2. Ensure all teachers have content and program specific certifications.
3. Maintain Professional Learning Communities.
4. Use comprehensive and specific data to drive professional development (PD) and instruction.
5. Continue the mentoring program throughout the school year using the TxBESS mentoring program.
6. Identify a comprehensive list of trainings available for all teachers as well as new teachers to the district.
7. Provide training for the Bilingual/ESL certification for all English teachers.
8. Continue to support teacher recognition.

CURRICULUM, INSTRUCTION AND ASSESSMENT

1. Continue to implement the Response to Intervention (RTI) program for academic and behavior needs.
2. Prioritize and align professional development to target all student populations in the areas of reading and math.
3. Ensure vertical and horizontal curriculum and instruction alignment in grades Pre-K - 12th grades through Professional Learning Community process.
4. Evaluate all instructional programs for effectiveness.
5. Ensure and monitor district-wide implementation of inclusion model and the 18 Plus Program.
7. Continue to effectively recapture students not enrolled in school during the first day of school (Leaver/Drop-Out Recovery Program).

*Funding Source:*

<table>
<thead>
<tr>
<th>(LOC)</th>
<th>(IBP)</th>
<th>(TFC)</th>
<th>(ED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local</td>
<td>IDEA-B-Formula (Sp. Ed.)</td>
<td>21st CCLC</td>
<td>Economically Disadvantaged</td>
</tr>
<tr>
<td>(SCE)</td>
<td>(IBP)</td>
<td>(TFC)</td>
<td>(ED)</td>
</tr>
<tr>
<td>State Compensatory Education</td>
<td>IDEA-B-Preschool</td>
<td>21st CCLC</td>
<td>Economically Disadvantaged</td>
</tr>
<tr>
<td>(TIA)</td>
<td>(TII)</td>
<td>(SGT)</td>
<td>(BIL)</td>
</tr>
<tr>
<td>Title I, Part A</td>
<td>Title II, Part A</td>
<td>Gifted &amp; Talented</td>
<td>Bilingual</td>
</tr>
<tr>
<td>(TII)</td>
<td>(TIII)</td>
<td>(SSE)</td>
<td>(AR)</td>
</tr>
<tr>
<td>Title I, Part C- Migrant</td>
<td>Title III-LEP</td>
<td>State Special Education</td>
<td>At Risk</td>
</tr>
<tr>
<td>(CTE)</td>
<td>(CDP)</td>
<td>(SBE)</td>
<td>(GT)</td>
</tr>
</tbody>
</table>
| State Career & Tech. Education | Carl D Perkins- CTE Basic | State Bilingual Education | Gifted and Talented | **Special Populations Targeted**

<table>
<thead>
<tr>
<th>(ED)</th>
<th>(SE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>Special Education</td>
</tr>
</tbody>
</table>
FAMILY & COMMUNITY INVOLVEMENT

1. Increase parental involvement at secondary schools and recruit 5-10 parent volunteers per campus.
2. Increase parental literacy programs.
3. Provide targeted parental meetings for all special populations.
4. Educate parents on state and federal testing requirements.
5. Provide trainings for media literacy.
6. Include a process to inform district professionals of community services available.
7. Increase collaborative partnerships to ensure businesses, schools, communities work together to accomplish student achievement.

SCHOOL CONTEXT & ORGANIZATION

1. Solicit teacher input in terms of curriculum and assessment.
2. Provide training for Bilingual/ESL and Special Education personnel.
3. Promote and encourage more parent participation.
4. Provide targeted staff development to address all of the student populations with special emphasis on Special Education and English Learner students.
5. Establish an effective Public Relations and district Marketing Department to promote current and transparent communication.

TECHNOLOGY

1. Implement a technology committee to periodically review (middle of the year) district instructional programs to evaluate all the district software.
2. Purchase a comprehensive software (TANGO) to assist teachers with data analysis relevant to campus needs.
3. Continue to implement professional development opportunities for all classroom teachers in Google classroom utilities.

*Funding Source:

<table>
<thead>
<tr>
<th>Source</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOC</td>
<td>Local</td>
</tr>
<tr>
<td>SCE</td>
<td>State Compensatory Education</td>
</tr>
<tr>
<td>TIM</td>
<td>Title I, Part A</td>
</tr>
<tr>
<td>CTE</td>
<td>State Career &amp; Tech. Education</td>
</tr>
<tr>
<td>IBF</td>
<td>IDEA-B-Formula (Sp. Ed.)</td>
</tr>
<tr>
<td>IBP</td>
<td>IDEA-B-Preschool</td>
</tr>
<tr>
<td>TII</td>
<td>Title II, Part A</td>
</tr>
<tr>
<td>TIII</td>
<td>Title III-LEP</td>
</tr>
<tr>
<td>CDP</td>
<td>Carl D Perkins- CTE Basic</td>
</tr>
</tbody>
</table>

**Special Populations Targeted

<table>
<thead>
<tr>
<th>Source</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>(TFC)</td>
<td>21st CCLC</td>
</tr>
<tr>
<td>(GU)</td>
<td>Gear Up</td>
</tr>
<tr>
<td>(SGT)</td>
<td>Gifted &amp; Talented</td>
</tr>
<tr>
<td>(SSE)</td>
<td>State Special Education</td>
</tr>
<tr>
<td>(SBE)</td>
<td>State Bilingual Education</td>
</tr>
<tr>
<td>(HSA)</td>
<td>High School Allotment</td>
</tr>
<tr>
<td>(ESL)</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>(BIL)</td>
<td>Bilingual</td>
</tr>
<tr>
<td>(AR)</td>
<td>At Risk</td>
</tr>
<tr>
<td>(GT)</td>
<td>Gifted and Talented</td>
</tr>
<tr>
<td>(ED)</td>
<td>Economically Disadvantaged</td>
</tr>
<tr>
<td>(SE)</td>
<td>Special Education</td>
</tr>
</tbody>
</table>
RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2019-2020

SECTION B

DISTRICT GOAL AREA 1: ACADEMIC EXCELLENCE:
Implement a rigorous, integrated, technological, and comprehensive curricula for Pre-K to Post-secondary.

Annual District Performance Objectives:

1. RGCCISD will offer a quality curriculum utilizing effective delivery of instruction to ensure that 70% of all students, including special populations, achieve or exceed minimum expectations in all areas of the Spring 2020 STAAR/EOC examinations. The District will also provide instructional support in the social, emotional, and educational development of all students, and increase the attendance rate by 1%.

2. RGCCISD will utilize instructional arrangements that support learning opportunities to ensure that all students master every section of the Spring 2020 STAAR/EOC administration.

3. RGCCISD will implement supplemental instructional programs aligned to the specific needs of our students to ensure that 70% of our special population groups meet or exceed expectations on the Spring 2020 STAAR/EOC administration.

4. RGCCISD will implement student support services that address social, emotional, and educational needs in order to be model students by the end of 12th grade.

5. RGCCISD will plan and develop the integration of technology into the classroom by providing staff members with quality training on all available resources.

*Funding Source:

(LOC) Local
(SCE) State Compensatory Education
(TIA) Title I, Part A
(TIM) Title I, Part C - Migrant
(CTE) State Career & Tech. Education
(IBF) IDEA-B-Formula (Sp. Ed.)
(IBP) IDEA-B-Preschool
(TII) Title II, Part A
(TIII) Title III-LEP
(CDP) Carl D Perkins- CTE Basic

(TFC) 21st CCLC
(GU) Gear Up
(SGT) Gifted & Talented
(SSE) State Special Education
(SBE) State Bilingual Education
(HSA) High School Allotment

**Special Populations Targeted

(ESL) English as a Second Language
(BIL) Bilingual
(AR) At Risk
(GT) Gifted and Talented

(ED) Economically Disadvantaged
(SE) Special Education
SECTION C

DISTRICT GOAL AREA 2: LEARNING ENVIRONMENT:
Provide school facilities that are conducive to a safe and orderly learning environment.

Annual District Performance Objectives:
1. RGCCISD will implement a comprehensive Standard Response Protocol Plan to ensure an environment that will enhance student learning through the cooperation of all stakeholders.

2. RGCCISD will implement a comprehensive Health and Safety Plan to ensure 100% of our students attend school in a safe, drug-free environment.

3. RGCCISD will upgrade its technology resources to be more orderly, accurate, and effective in managing the reporting of student information.

**Funding Source:**

- **(LOC)** Local
- **(SCE)** State Compensatory Education
- **(TIA)** Title I, Part A
- **(TIM)** Title I, Part C- Migrant
- **(CTE)** State Career & Tech. Education

**Special Populations Targeted**

- **(IBF)** IDEA-B-Formula (Sp. Ed.)
- **(IBP)** IDEA-B-Preschool
- **(TII)** Title II, Part A
- **(TIII)** Title III-LEP
- **(CDP)** Carl D Perkins- CTE Basic
- **(TFC)** 21st CCLC
- **(GU)** Gear Up
- **(SGT)** Gifted & Talented
- **(SSE)** State Special Education
- **(SBE)** State Bilingual Education
- **(HSA)** High School Allotment

- **(ED)** Economically Disadvantaged
- **(ESL)** English as a Second Language
- **(SE)** Special Education
- **(BL)** Bilingual
- **(AR)** At Risk
- **(GT)** Gifted and Talented
DISTRICT GOAL AREA 3: QUALITY PERSONNEL:
Attract, retain, and develop qualified and effective personnel.

Annual District Performance Objectives:
1. RGCCISD will recruit, train, and retain the best qualified staff to ensure distinguished performance for the Spring 2020 STAAR/EOC administration.

2. RGCCISD will implement a comprehensive professional development program for all teachers and staff to ensure quality education for all students.

3. RGCCISD will develop and implement a professional development plan that targets the needs of our special population groups in order to narrow the achievement gap.
DISTRICT GOAL AREA 4: FISCAL MANAGEMENT:
    Provide and maintain an effective and efficient fiscal management system.

Annual District Performance Objective:
    1. RGCCISD will employ a fiscal management system of business operations with financial acuity, accountability, and efficacy.

*Funding Source:*

<table>
<thead>
<tr>
<th>(LOC) Local</th>
<th>(IBF) IDEA-B-Formula (Sp. Ed.)</th>
<th>(TFC) 21st CCLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SCE) State Compensatory Education</td>
<td>(IBP) IDEA-B-Preschool</td>
<td>(GU) Gear Up</td>
</tr>
<tr>
<td>(TIA) Title I, Part A</td>
<td>(TII) Title II, Part A</td>
<td>(SGT) Gifted &amp; Talented</td>
</tr>
<tr>
<td>(TIM) Title I, Part C- Migrant</td>
<td>(TIII) Title III-LEP</td>
<td>(SSE) State Special Education</td>
</tr>
<tr>
<td>(CTE) State Career &amp; Tech. Education</td>
<td>(CDP) Carl D Perkins- CTE Basic</td>
<td>(SBE) State Bilingual Education</td>
</tr>
</tbody>
</table>

**Special Populations Targeted**

<table>
<thead>
<tr>
<th>(ESL) English as a Second Language</th>
<th>(ED) Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BIL) Bilingual</td>
<td>(SE) Special Education</td>
</tr>
<tr>
<td>(AR) At Risk</td>
<td>(GT) Gifted and Talented</td>
</tr>
</tbody>
</table>

| (HSA) High School Allotment       |
SECTION F

DISTRICT GOAL AREA 5: PARENTAL INVOLVEMENT:

Embrace school/community partnerships.

Annual District Performance Objective:

1. RGCCISD will ensure that 90% of parents and families are involved in the progression of their child’s education.
# RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
## DISTRICT IMPROVEMENT PLAN
### 2019-2020

### TEA Strategic Priorities

<table>
<thead>
<tr>
<th>STRATEGIC PRIORITIES</th>
<th>District Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Recruit, support, retain teachers and principals</td>
<td>Goal # 3</td>
</tr>
<tr>
<td>#2 Build a foundation of reading and math</td>
<td>Goal # 1</td>
</tr>
<tr>
<td>#3 Connect high school to career and college</td>
<td>Goal # 1</td>
</tr>
<tr>
<td>#4 Improve low-performing schools</td>
<td>Goals #1 - #5</td>
</tr>
</tbody>
</table>

### Title I, Part A Schoolwide Components

#### District Improvement Plan Reference (2019-2020)

<table>
<thead>
<tr>
<th>Schoolwide Program Component</th>
<th>Goal(s)</th>
<th>Objective(s)</th>
<th>Initiative(s)</th>
<th>Strategy(ies)</th>
<th>Activity(ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Needs Assessment</td>
<td>DIP Introduction</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Reform (Evidenced-based) Strategies</td>
<td>Goal #1</td>
<td>1 - 2</td>
<td>All</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Instruction by Highly Qualified (Effective—[ESSA]) Teachers</td>
<td>Goal #3</td>
<td>2</td>
<td>All</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>High Quality Professional Development</td>
<td>Goal #3</td>
<td>3</td>
<td>All</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Strategies to Attract Highly Qualified (Effective) Teachers</td>
<td>Goal #3</td>
<td>1</td>
<td>1 - 3</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Strategies to Increase Parental Involvement</td>
<td>Goal #5</td>
<td>1 - 6</td>
<td>1 - 6</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Pre-K to K Transition Strategies</td>
<td>Goal #1</td>
<td>2</td>
<td>3</td>
<td>1 - 3</td>
<td>All</td>
</tr>
<tr>
<td>Teacher Decision-Making Regarding Assessments</td>
<td>Goal #1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Effective and Timely Assistance to Students</td>
<td>Goal #1</td>
<td>3 - 4</td>
<td>All</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Coordination and Integration of Different Programs</td>
<td>Goal #1</td>
<td>1 - 5</td>
<td>All</td>
<td>All</td>
<td>All</td>
</tr>
</tbody>
</table>

### Title I Schoolwide Program Element Requirements under ESSA

<table>
<thead>
<tr>
<th>Schoolwide Program Element</th>
<th>District Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 SWP Comprehensive Needs Assessment</td>
<td>DIP Introduction</td>
</tr>
<tr>
<td>#2 SWP Campus Improvement Plan Requirements (CIP)</td>
<td>DIP Goals #1 - #4</td>
</tr>
<tr>
<td>#3 SWP Parent and Family Engagement Requirements</td>
<td>DIP Goal # 5</td>
</tr>
</tbody>
</table>

**NOTE:** The District Improvement Plan is available in Spanish upon request.

El Plan de Mejoramiento del Distrito Escolar está disponible en español a su solicitud.

*Funding Source:*

- (LOC) Local
- (SCE) State Compensatory Education
- (TIA) Title I, Part A
- (TIM) Title I, Part C- Migrant
- (CTE) State Career & Tech. Education

*Special Populations Targeted:*

- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B-Preschool
- (TII) Title II, Part A
- (III) Title III-LEP
- (CDP) Carl D Perkins- CTE Basic

- (TFC) 21st CCLC
- (GU) Gear Up
- (SGT) Gifted & Talented
- (SSE) State Special Education
- (SBE) State Bilingual Education
- (HSA) High School Allotment

- (ESL) English as a Second Language
- (BIL) Bilingual
- (AR) At Risk
- (GT) Gifted and Talented
- (ED) Economically Disadvantaged
- (SE) Special Education
## District GOAL 1: ACADEMIC EXCELLENCE

Implement a rigorous, integrated, technological, and comprehensive curricula for Pre-K to Post-secondary.

### Annual District Performance Objective 1:

RGCCISD will offer a quality curriculum utilizing effective delivery of instruction to ensure that 70% of all students, including special populations, achieve or exceed passing standards in all areas of the Spring 2020 STAAR/EOC examinations. The District will also provide instructional support in the social, emotional and educational development of all students, and increase attendance rate by 1%.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies / Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation Formative/Summative</th>
</tr>
</thead>
</table>
| Aug- May 2019-2020 | **INITIATIVE 1:** Rio Grande City Consolidated Independent School District (RGCCISD) staff will implement a curriculum aligned to the Texas Essential Knowledge and Skills (TEKS) and to the State of Texas Assessment for Academic Readiness and STAAR Performance Standards.  
S-1 Review the academic expectations in all content areas for students at each grade level (Pre-Kinder through 12th grade).  
A-1 Provide teachers the opportunity to participate in district committee meetings that review and develop the district’s Scope and Sequence.  
A-2 Ensure appropriate horizontal and vertical teaming.  
A-3 Ensure alignment on the delivery of instruction to the TEKS for all content areas (Reading, Math, Writing, Science, Social Studies, etc.) at each grade level. | TEKS Resource System ($62,000—SCE 199)  
STAAR/EOC Dist. Scope and Sequence  
TX Pre-K Guidelines  
Central Office Staff | Executive Dir. for Academics District Admin. Principals Directors SBDM Committee | All Populations | Increased student scores on STAAR/EOC  
Increased student achievement  
Aligned curriculum to TEKS/STAAR  
Knowledge of Dist. Scope and Sequence  
Organized systemic communication  
Horizontal and Vertical teaming to ensure cross grade level accountability | Lesson Plans and Gradebooks  
PLC Agendas Meeting Evaluations  
Scope and Sequence Report Cards |

### Funding Source:

- **LOC:** Local
- **SCE:** State Compensatory Education
- **TIM:** Title I, Part C- Migrant
- **CTE:** State Career & Tech. Education
- **IBF:** IDEA-B-Formula (Sp. Ed.)
- **IBP:** IDEA-B-Preschool
- **TII:** Title II, Part A
- **TIII:** Title III-LEP
- **CDP:** Carl D Perkins- CTE Basic
- **21st CCLC:** 21st Century Learning Challenge
- **TFC:** Title I, Part A
- **GU:** Gear Up
- **SGT:** Gifted & Talented
- **SSE:** State Special Education
- **BIL:** Bilingual
- **SBE:** State Bilingual Education
- **HSA:** High School Allotment
- **ESL:** English as a Second Language
- **(BIL)** Bilingual
- **(AR)** At Risk
- **(GT)** Gifted and Talented
- **(ED)** Economically Disadvantaged
- **(SE)** Special Education
# RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
## DISTRICT IMPROVEMENT PLAN
### 2019-2020

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| Aug. 2019 | **INITIATIVE 2: Analyze and interpret campus assessment and demographic data to develop and improve student performance.**  
S-1 Disaggregate assessment data in grades Pre-K—12th grades to help plan assessments, instruction, and monitor students’ progress.  
A-1 Analyze campus performance data in all academic areas in grades PK3 through 12th grade. Focus is on the following:  
- By grade level  
- By classroom teacher  
- By Special Population Groups  
- By Individual Student Performance  
- By Objectives and Specific Targets  
A-2 Identify and address student needs to group for instruction based on the following:  
- Benchmarks of the previous year  
- Benchmarks of the current year  
- STARR 2019 performance (when applicable)  
A-3 Collaborate in decision-making regarding assessments through campus and district PLCs and through department meeting sessions.  
S-2 Review every Benchmark assessment report and focus on closing the gap with appropriate instruction, tracking, and monitoring of students’ progress.  
S-3 Implement a clearly articulated and appropriate set of achievement expectations for the STAAR/EOC. | TEKS Resource System  
STAAR/EOC data for previous school year  
Benchmark Data  
ISIP (Istation)  
LION Rdg/Math (TANGO)  
TX Pre-K Guidelines  
TEKS Objectives  
STAAR Performance Standards | Executive Dir. for Academics Program Directors  
Principals  
Asst. Principals  
Deans  
Teachers | All Populations | Increased gains on Performance Obj. | Formative/Summative |
| After Each Benchmark | | | | | |
| Aug.-May 2019-2020 | | | | | |

### Funding Source:
- **LOC** Local
- **SCE** State Compensatory Education
- **TIM** Title I, Part C- Migrant
- **CTE** State Career & Tech. Education
- **IBF** IDEA-B-Formula (Sp. Ed.)
- **IBP** IDEA-B-Preschool
- **TII** Title II, Part A
- **TIII** Title III-LEP
- **CDP** Carl D Perkins- CTE Basic
- **SCE** State Compensatory Education
- **TIM** Title I, Part A
- **CTE** State Career & Tech. Education
- **IBF** IDEA-B-Formula (Sp. Ed.)
- **IBP** IDEA-B-Preschool
- **TII** Title II, Part A
- **TIII** Title III-LEP
- **CDP** Carl D Perkins- CTE Basic

### Special Populations Targeted:
- **21st CCLC**
- **ESL** English as a Second Language
- **ED** Economically Disadvantaged
- **Bilingual**
- **AR** At Risk
- **SE** Special Education
- **Gifted and Talented**
## Initiative 3: RGCCISD will implement a comprehensive English Language Arts and Reading program in PK3-2nd grade that will improve students’ reading and writing performance through the following strategies and activities:

### S-1 Provide a literature rich environment that fosters an appreciation of literature so that students may become life-long readers. Provide instruction to address writing mechanics and the writing process

- **A-1** Focus on literature, storytelling, and role playing in order to improve reading comprehension skills.
- **A-2** Learning centers will be utilized to reinforce reading skills.
- **A-3** Implement reading practices that include modeled reading, shared reading, guided reading, independent reading and read aloud.
- **A-4** Through the Dual Language Program, effectively implement shared writing, teacher guided writing, independent writing, writing practices across the grade level and conferences.
- **A-5** Utilize daily writing journals and daily modeled writing activities using the Language Experience Approach.
- **A-6** Address Spanish as a Second Language through ELPS.
- **A-7** Utilize Houghton Mifflin Harcourt supplementary educational resources to reinforce reading and writing skills.
- **A-8** Provide Bilingual/Second Language enrichment activities as prescribed by the Dual Language Model.
- **A-9** Provide Bilingual/Second Language enrichment activities based on time and treatment as prescribed.

### Resources*

<table>
<thead>
<tr>
<th><strong>Resources</strong></th>
<th><strong>Person Responsible</strong></th>
<th><strong>Expected Outcomes</strong></th>
<th><strong>Evaluation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>State Adopted Textbook</td>
<td>Executive Dir. for Academics</td>
<td>Maximize students’ performance in Reading and Writing</td>
<td>Review student ELAR/SLAR performance scores on the following:</td>
</tr>
<tr>
<td>OWL</td>
<td>Director for Early Childhood</td>
<td>Reduce the number of students failing Reading and Writing</td>
<td>Three week mini assessments</td>
</tr>
<tr>
<td>Supplemental Resources</td>
<td>Early Childhood Lead Teacher</td>
<td></td>
<td>Six weeks assessments</td>
</tr>
<tr>
<td>TEKS</td>
<td>Director for ELAR Specialists for ELAR</td>
<td></td>
<td>ISIP</td>
</tr>
<tr>
<td>TEKS Resource System</td>
<td>Principal Asst. Principal Reading Coaches</td>
<td></td>
<td>CPARDS</td>
</tr>
<tr>
<td>($62,000—SCE 199)</td>
<td>Early Childhood</td>
<td></td>
<td>TELPAS (S)</td>
</tr>
<tr>
<td>TX, PK3 Guidelines AR Program</td>
<td>ELAR Program</td>
<td></td>
<td>TANGO LION</td>
</tr>
<tr>
<td>ELAR training resources and supplies: $100,000—SCE (199)</td>
<td>Instructional Aides</td>
<td></td>
<td>Reading</td>
</tr>
</tbody>
</table>

### Expected Outcomes

- Maximize students’ performance in Reading and Writing
- Reduce the number of students failing Reading and Writing
- Develop life-long readers

### Evaluation

- Formative/Summative

---

*Funding Source:

- **LOC** Local
- **SCE** State Compensatory Education
- **TIM** Title I, Part C- Migrant
- **CTE** State Career & Tech. Education

**Special Populations Targeted**

- **IBF** IDEA-B-Formula (Sp. Ed.)
- **IBP** IDEA-B-Preschool
- **TII** Title II, Part A
- **CDP** Carl D Perkins- CTE Basic

- **TFC** 21st CCLC
- **GU** Gear Up
- **TIII** Title III-LEP
- **SBE** State Bilingual Education

- **(TFC)** English as a Second Language
- **(GU)** Gifted & Talented
- **(TIII)** State Special Education
- **(SBE)** State Special Education

- **(TFC)** Economically Disadvantaged
- **(GU)** Bilingual
- **(TIII)** At Risk
- **(SBE)** Gifted and Talented

- **(TFC)** Special Education
- **(GU)** At Risk
- **(TIII)** Gifted and Talented
- **(SBE)** High School Allotment

---

### Timeline

<table>
<thead>
<tr>
<th>Aug.-May 2019-2020</th>
<th><strong>Initiatives / Strategies/ Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts and Reading (ELAR): PK3—2nd Grade</strong></td>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td><strong>INITIATIVE 3: RGCCISD will implement a comprehensive English Language Arts and Reading program in PK3-2nd grade that will improve students’ reading and writing performance through the following strategies and activities:</strong></td>
<td><strong>Person Responsible</strong></td>
</tr>
<tr>
<td><strong>S-1 Provide a literature rich environment that fosters an appreciation of literature so that students may become life-long readers. Provide instruction to address writing mechanics and the writing process</strong></td>
<td><strong>Expected Outcomes</strong></td>
</tr>
<tr>
<td><strong>A-1 Focus on literature, storytelling, and role playing in order to improve reading comprehension skills.</strong></td>
<td><strong>Evaluation</strong></td>
</tr>
<tr>
<td><strong>A-2 Learning centers will be utilized to reinforce reading skills.</strong></td>
<td><strong>Formative/Summative</strong></td>
</tr>
<tr>
<td><strong>A-3 Implement reading practices that include modeled reading, shared reading, guided reading, independent reading and read aloud.</strong></td>
<td><strong>Special Populations Targeted</strong></td>
</tr>
<tr>
<td><strong>A-4 Through the Dual Language Program, effectively implement shared writing, teacher guided writing, independent writing, writing practices across the grade level and conferences.</strong></td>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td><strong>A-5 Utilize daily writing journals and daily modeled writing activities using the Language Experience Approach.</strong></td>
<td><strong>Person Responsible</strong></td>
</tr>
<tr>
<td><strong>A-6 Address Spanish as a Second Language through ELPS</strong></td>
<td><strong>Expected Outcomes</strong></td>
</tr>
<tr>
<td><strong>A-7 Utilize Houghton Mifflin Harcourt supplementary educational resources to reinforce reading and writing skills.</strong></td>
<td><strong>Evaluation</strong></td>
</tr>
<tr>
<td><strong>A-8 Provide Bilingual/Second Language enrichment activities as prescribed by the Dual Language Model</strong></td>
<td><strong>Formative/Summative</strong></td>
</tr>
<tr>
<td><strong>A-9 Provide Bilingual/Second Language enrichment activities based on time and treatment as prescribed.</strong></td>
<td><strong>Special Populations Targeted</strong></td>
</tr>
</tbody>
</table>
## RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
### DISTRICT IMPROVEMENT PLAN
#### 2019-2020

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug.-May 2019-2020</td>
<td><strong>English Language Arts and Reading (ELAR): 3rd — 5th Grade</strong>&lt;br&gt;<strong>INITIATIVE 4: RGCCISD increase student achievement by implementing and aligning curriculum, based on TEKS and data driven results</strong>&lt;br&gt;S-1 Provide training and implement strategies to increase Reading Language Arts (RLA) scores.  &lt;br&gt;A-1 Provide new textbook adoption support/training to teachers  &lt;br&gt;A-2 Provide TANGO training support to campus and personnel  &lt;br&gt;A-3 Utilize individual student profiles to track student’s progress  &lt;br&gt;A-4 Provide mini and six week assessments through TANGO  &lt;br&gt;A-5 Utilize the Istation Program for daily reinforcement  &lt;br&gt;A-6 Utilize the Accelerated Reader Program  &lt;br&gt;A-7 Provide TEKS Resource training/support to teachers to optimize program efficacy.  &lt;br&gt;A-8 Provide resources gathered via teacher feedback to facilitate instructional delivery.  &lt;br&gt;A-9 Conduct campus visits to facilitate data, instructional strategies, identified need and/or concerns.  &lt;br&gt;A-10 Utilize district personnel from each campus to conduct “Share &amp; Take” reading and writing activities.  &lt;br&gt;A-11 Provide teachers training in reading and writing strategies through the following presenters/organizations:&lt;br&gt;• Lead4ward&lt;br&gt;• Rockin’ Review EOC Preparation&lt;br&gt;• Region 1 ESC&lt;br&gt;• Foundations in Teaching: Fely and Omar Lopez&lt;br&gt;• Ready Texas Writing: Shawn Popovich &amp; Gracie Cobo  &lt;br&gt;A-12 Coordinate and align curriculum writing district-wide for all campuses</td>
<td>State Adopted Textbook  &lt;br&gt;TEKS Resource System ($62,000—SCE 199)  &lt;br&gt;TEKS TANGO software  &lt;br&gt;STAAR Supplemental Resources  &lt;br&gt;AR Program  &lt;br&gt;Lead4ward  &lt;br&gt;*STAA Blueprints  &lt;br&gt;*Frequency Duration Blueprints  &lt;br&gt;Region One ESC Foundations in Teaching  &lt;br&gt;District Curriculum Guides  &lt;br&gt;Google Shared Drives</td>
<td>Executive Dir. for Academics  &lt;br&gt;Director for ELAR  &lt;br&gt;Administrator for ELAR  &lt;br&gt;Specialists for ELAR  &lt;br&gt;Principal  &lt;br&gt;Asst. Principal Teachers Librarians</td>
<td>All Populations</td>
<td>Increase ELAR scores  &lt;br&gt; Increase student achievement  &lt;br&gt;Develop life-long readers</td>
<td>Review student Reading and Writing performance scores on the following: STAAR (S) TELPAS (S)  &lt;br&gt;Benchmarks (F/S)  &lt;br&gt;Mini Assessments Six Weeks  &lt;br&gt;Assessments ISIP  &lt;br&gt;TANGO LION Reading  &lt;br&gt;Meeting Agendas Presenter Evaluations PLC Minutes</td>
</tr>
</tbody>
</table>

*Funding Source:
- **LOC** Local<br>- **SCE** State Compensatory Education<br>- **TIM** Title I, Part C- Migrant<br>- **CTE** State Career & Tech. Education

**Special Populations Targeted**
- **ESL** English as a Second Language<br>- **BIL** Bilingual<br>- **AR** At Risk<br>- **GT** Gifted and Talented<br>- **SE** Economically Disadvantaged Special Education
# RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
## DISTRICT IMPROVEMENT PLAN
### 2019-2020

**Timeline**

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Strategies/Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th><strong>Special Population</strong></th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug.-May 2019-2020</td>
<td>English Language Arts and Reading (ELAR): 6th - 12th Grade</td>
<td>TEKS Resource System ($62,000—SCE 199)</td>
<td>Executive Dir. for Academics</td>
<td>All Populations</td>
<td>Increase ELAR scores</td>
<td>Formative/Summative</td>
</tr>
<tr>
<td>INITIATIVE 5: RGCCISD increase student achievement by implementing and aligning curriculum, based on TEKS and data driven results</td>
<td>AR Reading Program STAAR Materials State Adopted Text TEKS Guide Region One ESC</td>
<td>AR Reading Program Support for Teachers</td>
<td>Director for ELAR</td>
<td>Increase student achievement</td>
<td>Review student reading performance on the following: ISIP LION Reading Benchmarks (F/S) TELPAS (S) STAAR/EOC (S)</td>
<td></td>
</tr>
<tr>
<td>S-1 Implement the following strategies/trainings to increase Reading Language Arts (RLA) scores:</td>
<td>TEKS Resource System ($62,000—SCE 199)</td>
<td>Executive Dir. for Academics</td>
<td>Executive Dir. for Academics</td>
<td>All Populations</td>
<td>Increase ELAR scores</td>
<td>Formative/Summative</td>
</tr>
<tr>
<td>A-1 Provide new textbook adoption support/training to teachers</td>
<td>AR Reading Program STAAR Materials State Adopted Text TEKS Guide Region One ESC</td>
<td>AR Reading Program Support for Teachers</td>
<td>Director for ELAR</td>
<td>Increase student achievement</td>
<td>Review student reading performance on the following: ISIP LION Reading Benchmarks (F/S) TELPAS (S) STAAR/EOC (S)</td>
<td></td>
</tr>
<tr>
<td>A-2 Provide TANGO training support to campus personnel</td>
<td>TEKS Guide Region One ESC</td>
<td>Executive Dir. for Academics</td>
<td>Executive Dir. for Academics</td>
<td>All Populations</td>
<td>Increase ELAR scores</td>
<td>Formative/Summative</td>
</tr>
<tr>
<td>A-3 Utilize mini and six week assessments through TANGO</td>
<td>TEKS Guide Region One ESC</td>
<td>Executive Dir. for Academics</td>
<td>Executive Dir. for Academics</td>
<td>All Populations</td>
<td>Increase student achievement</td>
<td>Review student reading performance on the following: ISIP LION Reading Benchmarks (F/S) TELPAS (S) STAAR/EOC (S)</td>
</tr>
<tr>
<td>A-4 Utilize individual student profiles to track student’s progress</td>
<td>TEKS Guide Region One ESC</td>
<td>Executive Dir. for Academics</td>
<td>Executive Dir. for Academics</td>
<td>All Populations</td>
<td>Increase ELAR scores</td>
<td>Formative/Summative</td>
</tr>
<tr>
<td>A-5 Correlate daily instructional practices using supplemental resources for additional skills practice.</td>
<td>TEKS Guide Region One ESC</td>
<td>Executive Dir. for Academics</td>
<td>Executive Dir. for Academics</td>
<td>All Populations</td>
<td>Increase student achievement</td>
<td>Review student reading performance on the following: ISIP LION Reading Benchmarks (F/S) TELPAS (S) STAAR/EOC (S)</td>
</tr>
<tr>
<td>A-6 Provide TEKS Resource System training/support for teachers to optimize program efficacy.</td>
<td>TEKS Guide Region One ESC</td>
<td>Executive Dir. for Academics</td>
<td>Executive Dir. for Academics</td>
<td>All Populations</td>
<td>Increase ELAR scores</td>
<td>Formative/Summative</td>
</tr>
<tr>
<td>A-7 Conduct campus visits to facilitate data, instructional strategies, identified need and/or concerns.</td>
<td>TEKS Guide Region One ESC</td>
<td>Executive Dir. for Academics</td>
<td>Executive Dir. for Academics</td>
<td>All Populations</td>
<td>Increase student achievement</td>
<td>Review student reading performance on the following: ISIP LION Reading Benchmarks (F/S) TELPAS (S) STAAR/EOC (S)</td>
</tr>
<tr>
<td>A-8 Provide resources gathered via teacher feedback to facilitate instructional delivery.</td>
<td>TEKS Guide Region One ESC</td>
<td>Executive Dir. for Academics</td>
<td>Executive Dir. for Academics</td>
<td>All Populations</td>
<td>Increase ELAR scores</td>
<td>Formative/Summative</td>
</tr>
<tr>
<td>A-10 Utilize district personnel from each campus to conduct “Share &amp; Take” reading and writing activities in the following groups: (6-8) and (9-12).</td>
<td>TEKS Guide Region One ESC</td>
<td>Executive Dir. for Academics</td>
<td>Executive Dir. for Academics</td>
<td>All Populations</td>
<td>Increase student achievement</td>
<td>Review student reading performance on the following: ISIP LION Reading Benchmarks (F/S) TELPAS (S) STAAR/EOC (S)</td>
</tr>
<tr>
<td>A-11 Provide teachers training in reading and writing strategies through the following presenters/organizations:</td>
<td>TEKS Guide Region One ESC</td>
<td>Executive Dir. for Academics</td>
<td>Executive Dir. for Academics</td>
<td>All Populations</td>
<td>Increase ELAR scores</td>
<td>Review student reading performance on the following: ISIP LION Reading Benchmarks (F/S) TELPAS (S) STAAR/EOC (S)</td>
</tr>
<tr>
<td>- Lead4ward</td>
<td>TEKS Guide Region One ESC</td>
<td>Executive Dir. for Academics</td>
<td>Executive Dir. for Academics</td>
<td>All Populations</td>
<td>Increase student achievement</td>
<td>Review student reading performance on the following: ISIP LION Reading Benchmarks (F/S) TELPAS (S) STAAR/EOC (S)</td>
</tr>
<tr>
<td>- Rockin’ Review EOC Preparation</td>
<td>TEKS Guide Region One ESC</td>
<td>Executive Dir. for Academics</td>
<td>Executive Dir. for Academics</td>
<td>All Populations</td>
<td>Increase student achievement</td>
<td>Review student reading performance on the following: ISIP LION Reading Benchmarks (F/S) TELPAS (S) STAAR/EOC (S)</td>
</tr>
<tr>
<td>- Region 1 ESC</td>
<td>TEKS Guide Region One ESC</td>
<td>Executive Dir. for Academics</td>
<td>Executive Dir. for Academics</td>
<td>All Populations</td>
<td>Increase student achievement</td>
<td>Review student reading performance on the following: ISIP LION Reading Benchmarks (F/S) TELPAS (S) STAAR/EOC (S)</td>
</tr>
<tr>
<td>- Foundations in Teaching: Fely and Omar Lopez</td>
<td>TEKS Guide Region One ESC</td>
<td>Executive Dir. for Academics</td>
<td>Executive Dir. for Academics</td>
<td>All Populations</td>
<td>Increase student achievement</td>
<td>Review student reading performance on the following: ISIP LION Reading Benchmarks (F/S) TELPAS (S) STAAR/EOC (S)</td>
</tr>
<tr>
<td>- Foundations in Teaching: Fely and Omar Lopez</td>
<td>TEKS Guide Region One ESC</td>
<td>Executive Dir. for Academics</td>
<td>Executive Dir. for Academics</td>
<td>All Populations</td>
<td>Increase student achievement</td>
<td>Review student reading performance on the following: ISIP LION Reading Benchmarks (F/S) TELPAS (S) STAAR/EOC (S)</td>
</tr>
<tr>
<td>A-12 Coordinate and align curriculum writing district-wide for all campuses</td>
<td>TEKS Guide Region One ESC</td>
<td>Executive Dir. for Academics</td>
<td>Executive Dir. for Academics</td>
<td>All Populations</td>
<td>Increase student achievement</td>
<td>Review student reading performance on the following: ISIP LION Reading Benchmarks (F/S) TELPAS (S) STAAR/EOC (S)</td>
</tr>
<tr>
<td>Timeline</td>
<td>Initiatives / Strategies/ Activities</td>
<td>Resources*</td>
<td>Person Responsible</td>
<td>**Special Population</td>
<td>Expected Outcomes</td>
<td>Evaluation</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------</td>
<td>------------</td>
<td>--------------------</td>
<td>----------------------</td>
<td>-------------------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Review student Math performance scores on the following: TANGO LION Math Mini assessments Six Weeks Assessments Meeting agendas Presenter evaluations PLC minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Funding Source:</th>
<th><strong>Special Populations Targeted</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(LOC) Local</td>
<td>(TFC) 21st CCLC (ESL) English as a Second Language (ED) Economically Disadvantaged</td>
</tr>
<tr>
<td>(SCE) State Compensatory Education</td>
<td>(IBF) IDEA-B-Formula (Sp. Ed.) (BIL) Bilingual (SE) Special Education</td>
</tr>
<tr>
<td>(TIM) Title I, Part C- Migrant</td>
<td>(IBP) IDEA-B-Preschool (AR) At Risk</td>
</tr>
<tr>
<td>(CTE) State Career &amp; Tech. Education</td>
<td>(TII) Title II, Part A (SSE) State Special Education (AR) At Risk</td>
</tr>
<tr>
<td>(TIA) Title I, Part A</td>
<td>(TIII) Title III-LEP (SBE) State Bilingual Education (GT) Gifted and Talented</td>
</tr>
<tr>
<td>(CDP) Carl D Perkins- CTE Basic</td>
<td>(HSA) High School Allotment</td>
</tr>
</tbody>
</table>
### RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
### DISTRICT IMPROVEMENT PLAN
### 2019-2020

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies / Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug.-May 2019-2020</td>
<td><strong>MATH: 3rd—5th Grade</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>INITIATIVE 10: RGCCISD will implement a comprehensive math program that will address strategies and activities that target problem solving.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>S-1 Improve student performance by focusing on problem solving using estimation, reasonableness, and solution strategies.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-2 Utilize small group instruction to address different styles of learning.</td>
<td></td>
<td>Dir. for Math &amp; Science, Admin. for Mathematics, Principal, Asst. Principals, Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-3 Follow the District’s Curriculum Scope and Sequence.</td>
<td></td>
<td></td>
<td>All Populations</td>
<td>Ensure student gains by at least 3%</td>
<td>Formative/Summative</td>
</tr>
<tr>
<td></td>
<td>A-4 Utilize educational games to reinforce student learning of skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-5 Use teacher made and file folder games for additional practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-6 Promote activities for drill practice of basic computation skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-7 Enhance problem-solving strategies with “Problem of the Day”.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-8 Utilize the Six-Weeks Sharon Wells tests to target mastery of specific skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-9 Utilize supplemental math manipulatives to enhance lessons.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-10 Provide students with ‘hands-on’ opportunities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-11 Utilize district math benchmarks to regroup students and meet their individual needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Funding Source:**
- (LOC) Local
- (SCE) State Compensatory Education
- (TIA) Title I, Part A
- (TIM) Title I, Part C - Migrant
- (CTE) State Career & Tech. Education

**Special Populations Targeted**
- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B-Preschool
- (TII) Title II, Part A
- (TIII) Title III-LEP
- (CDP) Carl D Perkins- CTE Basic

**Resources:**
- (TFC) 21st CCLC
- (TANGO LION) Mini assessments
- (STARR) Benchmarks
- (TEKS) State Adopted Text
- (F/S) State Bilingual Education
- (SSE) State Special Education
- (SBE) State Bilingual Education
- (HSA) High School Allotment
- (AR) At Risk
- (BIL) Bilingual
- (GT) Gifted and Talented
- (ED) Economically Disadvantaged
- (SE) Special Education
- (S) English as a Second Language

**Evaluation:**
- Formative/Summative
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug.-May 2019-2020</td>
<td><strong>MATH: 6th—12th Grade</strong>&lt;br&gt;<strong>INITIATIVE 11: RGCCISD will implement a comprehensive math program that will address strategies and activities that target problem solving.</strong>&lt;br&gt;S-1 Improve student performance by focusing on problem solving using estimation, reasonableness, and solution strategies.&lt;br&gt;A-1 Implement the 5 E Instructional Model in daily instruction.&lt;br&gt;A-2 Utilize small group instruction to address different styles of learning.&lt;br&gt;A-3 Follow District’s Curriculum Scope and Sequence.&lt;br&gt;A-4 Utilize educational games to reinforce student learning of skills.&lt;br&gt;A-5 Use teacher made and file folder games for additional practice.&lt;br&gt;A-6 Promote activities for drill practice of basic computation skills.&lt;br&gt;A-7 Enhance problem-solving strategies with “Problem of the Day”.&lt;br&gt;A-8 Utilize the Six-Weeks tests to target mastery of specific skills.&lt;br&gt;A-9 Provide students with “hands-on” opportunities.&lt;br&gt;A-10 Utilize Agile Mind in the following secondary campuses (GHS, RHS, GMS, AC²E MS—6th &amp; 8th and Algebra I) to target their campus goals.</td>
<td>Executive Dir. for Academics&lt;br&gt;TEKS Resource System&lt;br&gt;State Adopted Text Supplemental Resource Materials&lt;br&gt;STAAR/EOC Materials&lt;br&gt;TEKS Guides&lt;br&gt;Agile Mind--$50,000—SCE (199)</td>
<td>Dir. for Math &amp; Science&lt;br&gt;Admin. for Mathematics&lt;br&gt;Principal&lt;br&gt;Asst. Principals&lt;br&gt;Deans&lt;br&gt;Teachers</td>
<td>All Populations</td>
<td>Ensure student gains by at least 3%</td>
<td>Review student Math performance scores on the following: STAAR/EOC (S) Benchmarks (F/S) TANGO LION Math Mini assessments Six Weeks Assessments Meeting agendas Presenter evaluations PLC minutes</td>
</tr>
</tbody>
</table>

*Funding Source:

- (LOC) Local
- (SCE) State Compensatory Education
- (TIA) Title I, Part A
- (TII) Title II, Part A
- (TIM) Title I, Part C- Migrant
- (CTE) State Career & Tech. Education

**Special Populations Targeted:

- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B-Preschool
- (TII) Title III-LEP
- (CDP) Carl D Perkins- CTE Basic

- (TFC) 21st CCLC
- (GU) Gear Up
- (SSE) State Special Education
- (SBE) State Bilingual Education
- (SBE) State Bilingual Education

- (ESL) English as a Second Language
- (BIL) Bilingual
- (AR) At Risk
- (GT) Gifted and Talented
- (ED) Economically Disadvantaged
- (SE) Special Education
## RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
### DISTRICT IMPROVEMENT PLAN
#### 2019-2020

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies / Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug.-May 2019-2020</td>
<td><strong>SCIENCE: PK3 – 12th Grade</strong>&lt;br&gt;INITIATIVE 12: Implement a PK3-12th grade instructional program in the area of Science based TEKS.&lt;br&gt;S-1 Utilize the Science state adoption in Kinder- 12th grade&lt;br&gt; A-1 Utilize District Scope and Sequence&lt;br&gt; A-2 Utilize District’s recommended time-line for Science K-12th&lt;br&gt; A-3 Utilize the 5 E Instructional Model&lt;br&gt;S-2 Provide 5th grade students with science lab instruction three times a week.&lt;br&gt;S-3 Provide opportunities for all PK3-12th grade teachers to attend workshops&lt;br&gt;S-4 Provide Science Training, Team Teaching, Lesson Observations, and Feedback through Foundations in Teaching by Rogelio Gomez, Jr. to all 5th and 8th grade Science teachers.</td>
<td>Executive Dir. for Academics&lt;br&gt;TEKS Resource System&lt;br&gt;TEKS Guide Science Journals&lt;br&gt;Teacher-made Materials&lt;br&gt;STAAR/EOC Materials&lt;br&gt;Foundations in Teaching</td>
<td>Dir. for Math &amp; Science&lt;br&gt;Admin. for Science Principal&lt;br&gt;Asst. Principals&lt;br&gt;Deans&lt;br&gt;Teachers</td>
<td>All Population</td>
<td>90% of students will explain science related activities.&lt;br&gt;80% of students will make necessary gains indicated in performance objectives for respective grade-levels</td>
<td>Benchmarks (F/S)&lt;br&gt;STAAR/EOC Performance (S)&lt;br&gt;Mini assessments Six Weeks Assessments Meeting agendas Presenter evaluations PLC minutes</td>
</tr>
</tbody>
</table>

### Funding Source:
- (LOC) Local<br> - (SCE) State Compensatory Education<br> - (TIM) Title I, Part C - Migrant<br> - (CTE) State Career & Tech. Education

### Special Populations Targeted:
- (IBF) IDEA-B-Formula (Sp. Ed.)<br> - (IBP) IDEA-B-Preschool Education<br> - (TII) Title II, Part A<br> - (TIII) Title III-LEP<br> - (CDP) Carl D Perkins- CTE Basic

- (TFC) 21st CCLC<br> - (TFI) Title I, Part A<br> - (SJE) State Career Education<br> - (BIL) Bilingual Education<br> - (HSA) High School Allotment

- (ESL) English as a Second Language<br> - (AR) At Risk<br> - (GT) Gifted and Talented

- (ED) Economically Disadvantaged Special Education
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
<th>Formative/Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>INITIATIVE 14: Implement a PK3-12th grade instructional program in the area of Social Studies based TEKS</td>
<td>S-1 Use strategies to emphasize topic in the area of Social Studies. A-1 Implement District’s time-line for K-12th grades A-2 Employ the 5 E Instructional Model</td>
<td>S-2 Use the Social Studies State adoptions 1st-12th grade to cover subject matter and specific coursework</td>
<td>S-3 Provide opportunities for K-12th grade teachers to attend workshops in the area of Social Studies A-1 Provide training in the Social Studies TEKS, Language Intervention, and 5E Model. A-2 Provide Training through Foundations in Teaching (8th grade) and Lead4ward to address delivery of instruction. A-3 Provide 8th grade teachers Social Studies content training on U.S. History Eras 4-10. S-4 Implement the use of instructional resources to include STAAR/EOC resources and supplemental resources.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Funding Source:**

(LOC) Local

(SCE) State Compensatory Education

(TIA) Title I, Part A

(TIT) Title I, Part C- Migrant

(CTE) State Career & Tech. Education

(IBF) IDEA-B-Formula (Sp. Ed.)

(IBP) IDEA-B-Formula (Sp. Ed.)

(TII) Title II, Part A

(TIII) Title II-LEP

(CDP) Carl D Perkins- CTE Basic

(TEK) TEKS Resource System

(GU) Gear Up

(SGT) Gifted & Talented

(SSE) State Special Education

(SBE) State Bilingual Education

(HSA) High School Allotment

**Special Populations Targeted**

(ESL) English as a Second Language

(BIL) Bilingual

(AR) At Risk

(GT) Gifted and Talented

(ED) Economically Disadvantaged

(SE) Special Education
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| Aug.-May 2019-2020 | INITIATIVE 15: Continue implementation of the Response to Intervention (RTI) Program to enhance and improve students’ reading performance  
S-1 Continue a literacy research (evidenced)-based program allowing consistent transition throughout the grade levels.  
A-1 Coordinate staff development to cont. effective literacy acquisition strategies in PK3-12th.  
A-2 Utilize TANGO LION for Progress Monitoring  
A-3 Utilize Istation Program PK3-8th daily.  
A-4 Utilize a three-tiered intervention model for reading intervention services at all levels.  
A-5 Utilize practices that focus on language structure, vocabulary development and reading fluency  
A-6 Utilize library services  
A-7 Utilize resources to develop fluency  
A-8 Utilize Grade Level Books from PK3-1st and Chapter Books from 2nd-12th.  
A-9 Ensure schedules and lesson plans provide extended opportunities for varied types of readings  
A-10 Provide for practice of reading through activities such as:  
--Paired Reading  
--Echo Reading  
--Interactive reading  
--Buddy Reading  
A-11 Provide for practice of writing through activities such as:  
--Shared writing  
--Guided writing | Executive Dir. for Academics  
Response to Intervention Model  
TEKS Resource System  
Region One ESC  
Istation ISIP  
TANGO LION Reading | District Directors  
Principals  
Asst. Principals  
Deans  
Reading Coaches  
Teachers  
Instructional aides | All Populations | Increase student proficiency in Reading  
Improve fluency and proficiency in reading for at-risk population | Review student performance scores on the following:  
STAAR/EOC (S)  
TELPAS (S)  
District Benchmarks (F/S)  
ISIP  
TANGO LION Reading  
CPALLS |

*Funding Source:  
(LOC) Local  
(SCE) State Compensatory Education  
(TIA) Title I, Part A  
(TIM) Title I, Part C- Migrant  
(CTE) State Career & Tech. Education  
(IBF) IDEA-B-Formula (Sp. Ed.)  
(IBP) IDEA-B-Preschool  
(TII) Title II, Part A  
(TIII) Title III-LEP  
(CDP) Carl D Perkins- CTE Basic  
(TFC) 21st CCLC  
(GU) Gear Up  
(SGT) Gifted & Talented  
(SSE) State Special Education  
(SBE) State Bilingual Education  
(HSA) High School Allotment  
(RSF) **Special Populations Targeted  
(ESL) English as a Second Language  
(BIL) Bilingual  
(AR) At Risk  
(GT) Gifted and Talented  
(ED) Economically Disadvantaged  
(SE) Special Education
## INITIATIVE 16: RGCCISD will provide and support extra-curricular activities at all grade levels.

**S-1** Provide opportunities for students to participate in extra-curricular activities such as the following:
- UIL Events
- Music
- Sports

**A-1** Recruit the Coach and/or Sponsors
**A-2** Set specific criteria for student participation

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation Formative/Summative</th>
</tr>
</thead>
</table>
| Aug.-May 2019-2020 | **INITIATIVE 16:** RGCCISD will provide and support extra-curricular activities at all grade levels.  
S-1 Provide opportunities for students to participate in extra-curricular activities such as the following:  
- UIL Events  
- Music  
- Sports  
**A-1** Recruit the Coach and/or Sponsors  
**A-2** Set specific criteria for student participation | Central Office Admin.  
Region One ESC UIL Events Administrator | Principal  
Asst. Principals Deans Teachers | All Populations | Provide a high level of motivation to enhance learning | Student participation Competition placements (F) |

## INITIATIVE 17: RGCCISD will implement a comprehensive plan with detailed procedures to improve the daily student attendance and enhance student learning.

**S-1** Establish a systematic plan with identified procedures to ensure appropriate action on monitoring/tracking of absences.

**A-1** Conduct meeting with parents on the importance of daily attendance – PTO Meetings.

**A-2** Contact parents daily regarding the son’s/daughter’s absences.

**A-3** Keep attendance records to track and profile students who have excessive absences.

**A-4** Have teachers contact and conference with parents regarding student’s absences.

**A-5** Send letters to parents of students who are candidates for truancy after the 3rd, 6th, and 9th absence.

**A-6** Request that parents turn in doctor’s excuse for students who are absent.

**A-7** Follow through with state guidelines of recording procedures for absences.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation Formative/Summative</th>
</tr>
</thead>
</table>
| Aug.-May 2019-2020 | **INITIATIVE 17:** RGCCISD will implement a comprehensive plan with detailed procedures to improve the daily student attendance and enhance student learning.  
S-1 Establish a systematic plan with identified procedures to ensure appropriate action on monitoring/tracking of absences.  
A-1 Conduct meeting with parents on the importance of daily attendance – PTO Meetings.  
A-2 Contact parents daily regarding the son’s/daughter’s absences.  
A-3 Keep attendance records to track and profile students who have excessive absences.  
A-4 Have teachers contact and conference with parents regarding student’s absences.  
A-5 Send letters to parents of students who are candidates for truancy after the 3rd, 6th, and 9th absence.  
A-6 Request that parents turn in doctor’s excuse for students who are absent.  
A-7 Follow through with state guidelines of recording procedures for absences. | Dept. of Student Services  
Truancy Office Administrators Region One ESC Daily Attendance Reports | Director for Support Services  
Principal Asst. Principal Deans Teachers | All Populations | Improve the average daily attendance. | Assess Texas Academic Performance Report (TAPR) on student average daily attendance.  
Increase ADA by 1% (S) |

### Funding Source:
- **(LOC)** Local
- **(SCE)** State Compensatory Education
- **(TIM)** Title I, Part C- Migrant
- **(TIA)** Title I, Part A
- **(CTE)** State Career & Tech. Education
- **(IBF)** IDEA-B-Formula (Sp. Ed.)
- **(IBP)** IDEA-B-Preschool
- **(TII)** Title II, Part A
- **(TIII)** Title III-LEP
- **(CDP)** Carl D Perkins- CTE Basic

### **Special Populations Targeted**
- **(ED)** Economically Disadvantaged
- **(ESL)** English as a Second Language
- **(AR)** At Risk
- **(BIL)** Bilingual
- **(GT)** Gifted and Talented
- **(HSA)** High School Allotment
- **(SBE)** State Bilingual Education
- **(SSE)** State Special Education
- **(SFC)** State Career & Tech. Education
- **(GU)** Gear Up
- **(SGT)** Gifted & Talented
- **(SSE)** State Special Education
- **(SBE)** State Bilingual Education
- **(HSA)** High School Allotment
- **(21st CCLC)** 21st CCLC
- **(ED)** Economically Disadvantaged
- **(ESL)** English as a Second Language
- **(AR)** At Risk
- **(BIL)** Bilingual
- **(GT)** Gifted and Talented
- **(HSA)** High School Allotment
- **(SBE)** State Bilingual Education
- **(SSE)** State Special Education
- **(SFC)** State Career & Tech. Education
- **(GU)** Gear Up
- **(SGT)** Gifted & Talented
- **(SSE)** State Special Education
- **(SBE)** State Bilingual Education
- **(HSA)** High School Allotment
- **(21st CCLC)** 21st CCLC
# RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
## DISTRICT IMPROVEMENT PLAN
### 2019-2020

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th><strong>Special Populations</strong></th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| Aug.-May 2019-2020 | S-2 Establish a consistent system of making home visits on students with excessive number of absences.  
A-1 Review the daily attendance classroom folder and before 9:00 a.m., identify at the campus level the students who are absent  
A-2 Follow up with visit and fill out appropriate forms for parent contact.  
A-3 Contact truancy officer for home visits on students with excessive absences. | Director for Support Services Attendance & Adjudication Administrator Daily Attendance Reports $14,000--SCE (199) | Principal Asst. Principals PEIMS/Attendance Clerk Teachers | All Populations | Make parents accountable for their child’s daily attendance | Formative/Summative |
| Aug.-May 2019-2020 | INITIATIVE 18: Recognize and reward students with perfect attendance.  
S-1 Establish a systematic plan for rewards and recognition.  
A-1 Recognize students who come to school with a special plan of incentives that includes:  
- Weekly announcements  
- Six-Week Awards  
- Semester Awards  
- End-of-Year Awards  
A-2 Annual Perfect Attendance: Trophies and Certificates | Director for Support Services Attendance & Adjudication Administrator Daily Attendance Reports $40,000--SCE (199) | Principal Asst. Principals PEIMS/Attendance Clerk Teachers | All Populations | Improve the average daily attendance | Assess Texas Academic Performance Reports (TAPR) on student average daily attendance. (S) Increase ADA by 1% (S) |
| Aug.-May 2019-2020 | INITIATIVE 19: RGCCISD will provide and support advanced academic services for students in 9th – 12th grades.  
S-1 Provide AP and Dual Enrollment courses for students to expand their academic opportunities.  
S-2 Provide AP and Dual Enrollment courses for students to earn high school credit and placement in college. | Dir. for Advanced Academics Dir. for Guid & Counseling College Board MOUs w/ local universities $40,000—Title IV (289) | Principal Asst. Principals Deans Teachers | All Populations | Improve students participation and performance in advanced academics | AP Exam Scores (S) STAAR EOC (S) TAPR Report (S) Report on College Credits earned by students (F) |

### Funding Source:
- LOC: Local
- SCE: State Compensatory Education
- TIA: Title I, Part A
- TIM: Title I, Part C - Migrant
- CTE: State Career & Tech. Education
- IBF: IDEA-B-Formula (Sp. Ed.)
- IBP: IDEA-B-Preschool
- TII: Title II, Part A
- TIII: Title III-LEP
- CDP: Carl D Perkins- CTE Basic
- TFC: 21st CCLC
- GU: Gear Up
- SGT: Gifted & Talented
- SSE: State Special Education
- SBE: State Bilingual Education
- HSA: High School Allotment

### Special Populations Targeted:
- ESL: English as a Second Language
- ED: Economically Disadvantaged
- BIL: Bilingual
- AR: At Risk
- GT: Gifted and Talented
- SE: Special Education
### District GOAL 1: ACADEMIC EXCELLENCE

Implement a rigorous, integrated, technological, and comprehensive curricula for Pre-K to Post-secondary.

Annual District Performance Objective 2: RGCCISD will utilize instructional arrangements that support learning opportunities to ensure that all students master every section of the Spring 2019 STAAR/EOC administration, and to succeed on their post-secondary education endeavors.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Populations</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aug.-May 2019-2020</strong></td>
<td><strong>INITIATIVE 1: RGCCISD will implement educationally evidenced-based instructional arrangements at all grade levels PK3-12th grade.</strong>&lt;br&gt;S-1 RGCCISD will continue to utilize self-contained and departmentalized instructional settings; heterogeneous grouping at all grade levels.&lt;br&gt;S-2 Homogeneous grouping will be evident only at the Gifted and Talented Magnet Schools (1-8)&lt;br&gt;S-3 Master schedule that fosters interdisciplinary curriculum for enhanced student learning is encouraged at all levels. Secondary grades offer graduation plans with one endorsement in the chosen area of Business and Industry, STEM, Public Services, Arts and Humanities, or Multidisciplinary Studies.</td>
<td>TEKS Region One ESC National Standards TEA mandates for graduation</td>
<td>Dir. for Adv. Academics&lt;br&gt;Dir. for Guid. &amp; Counseling Principals Asst. Principals Deans Teachers Librarian</td>
<td>All Populations</td>
<td>Improved students’ schedules to meet their academic needs and enhance their learning</td>
<td>Assess student performance scores on the following: STAAR/EOC (S) TELPAS (S) District Benchmarks (F/S) ISIP TANGO LION Rdg./Math CPALLS</td>
</tr>
<tr>
<td><strong>Aug.-May 2019-2020</strong></td>
<td><strong>INITIATIVE 2: RGCCISD will foster a school library program which will ensure that students and staff are effective users of ideas and information</strong>&lt;br&gt;S-1 Students and teachers will have access to materials in multiple formats at different levels for all student populations.&lt;br&gt; A-1 Provide motivating reading materials, references, and literature based resources to enhance student and staff learning.&lt;br&gt; A-2 Provide a balance between print, multimedia and electronic resources.</td>
<td>TEKS Region One ESC $35,000—SCE (199) Resources: Tex Quest, Brain Hive, Gale, Brain Pop, Power Videos, EBSCO, etc. Nat. Standards</td>
<td>Director for Library Serv. Director for Technology Principal Asst. Principals Teachers Librarian Paraprofessionals</td>
<td>All Populations</td>
<td>Improve stud. &amp; staff use of the library to enhance learning. Students will have the opportunity to visit the library a minimum of once a week</td>
<td>Assess student performance scores on the following: STAAR/EOC (S) TELPAS (S) District Benchmarks (F/S) ISIP TANGO LION Renaissance Learning (F)</td>
</tr>
</tbody>
</table>

*Funding Source:*

(LOC) Local<br>(SCE) State Compensatory Education<br>(TIA) Title I, Part A<br>(TIM) Title I, Part C/Migrant<br>(CTE) State Career & Tech. Education<br>(IBF) IDEA-B-Formula (Sp. Ed.)<br>(IBP) IDEA-B-Preschool<br>(TII) Title II, Part A<br>(TIII) Title III-LEP<br>(CDP) Carl D Perkins- CTE Basic<br>(TF) 21st CCLC<br>(TFC) 21st CCLC<br>(GU) Gear Up<br>(SGT) Gifted & Talented<br>(SSE) State Special Education<br>(SBE) State Bilingual Education<br>(HSA) High School Allotment

**Special Populations Targeted**

(ESL) English as a Second Language<br>(AR) At Risk<br>(BG) Bilingual<br>(GT) Gifted and Talented<br>(ED) Economically Disadvantaged<br>(SE) Special Education
## RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
### DISTRICT IMPROVEMENT PLAN
#### 2019-2020

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug.-May</td>
<td>A-3 Provide access to resources via the Internet including facilities and/or building space to accommodate student computer workstations.</td>
<td>TEA Region One ESC Resources &amp; Professional Development Opportunities for Librarians</td>
<td>Director for Library Services</td>
<td>All Populations</td>
<td>Improve student and staff use of the library to enhance their learning</td>
<td>Class/Student Schedules (F) Library Logs for Daily entries (F)</td>
</tr>
<tr>
<td></td>
<td>A-4 Provide a library program which promotes literacy for all students, which may include the use of e-books and tech.</td>
<td>Director for Early Childhood Early Childhood Lead Teachers Bright Beginnings for Migrants (3 &amp; 4 yr. olds) $190,000—Title I, Part C—Migrant (212)</td>
<td>Central Office Personnel Principal Asst. Principal Teachers Instructional aides</td>
<td>At-Risk, ED and EL Population</td>
<td>Orientate students and parents to our campus facilities as well as all campus rules and procedures</td>
<td>Meeting Agendas Sign-In Rosters</td>
</tr>
<tr>
<td></td>
<td>A-5 Provide opportunities to students and staff to implement the following:</td>
<td>TANGO $195,120—SCE (199)</td>
<td>Librarian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• access information efficiently and effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• appreciate literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• practice ethical behavior in regard to accessing information through technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• School Age Library Learning (Ages 4-11)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teen Library Services (Ages 12-18)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct.-Mar</td>
<td>A-6 Provide opportunities for PK3-12 students and staff to experience “Revive History Theatre” and “Sea of Authors.”</td>
<td>Director for Early Childhood Early Childhood Lead Teachers Bright Beginnings for Migrants (3 &amp; 4 yr. olds) $190,000—Title I, Part C—Migrant (212)</td>
<td>Central Office Personnel Principal Asst. Principal Teachers Instructional aides</td>
<td>At-Risk, ED and EL Population</td>
<td>Orientate students and parents to our campus facilities as well as all campus rules and procedures</td>
<td>Meeting Agendas Sign-In Rosters</td>
</tr>
<tr>
<td>INITIATIVE 3:</td>
<td>RGCCISD will support the implementation of Early Childhood programs at our elementary campuses.</td>
<td>TANGO $195,120—SCE (199)</td>
<td>Librarian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-1</td>
<td>RGCCISD will facilitate the transition of students from Head Start to the Public School.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-1 Invite parents of Head Start students to campus meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-2 Address parents with orientation on school rules, supplies, schedules, bus routes, health records, and awareness of all Federal Programs such as Title I Regular and Title I Migrant and program guidelines under ESSA.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### *Funding Source:
- **LOC** Local
- **SCE** State Compensatory Education
- **TIM** Title I, Part C- Migrant
- **CTE** State Career & Tech. Education
- **IBF** IDEA-B-Formula (Sp. Ed.)
- **IBP** IDEA-B-Preschool
- **TII** Title II, Part A
- **TDI** Title III-LEP
- **CDP** Carl D Perkins- CTE Basic
- **TFC** 21st CCLC
- **TPE** Title I, Part A
- **GU** Gear Up
- **SJT** Gifted & Talented
- **SSE** State Special Education
- **SBE** State Bilingual Education
- **HSA** High School Allotment

### **Special Populations Targeted:
- **ESL** English as a Second Language
- **BIL** Bilingual
- **AR** At Risk
- **GT** Gifted and Talented
- **ED** Economically Disadvantaged
- **SE** Special Education
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| Aug.- May 2019-2020 | S-2 Provide a full day Pre-K Program for eligible students who are three and four years of age as of September 1<sup>st</sup>.  
A-1 Implement the District Pre-Kinder curriculum which includes teaching the structure of language in a systematic and sequential manner.  
A-2 Utilize all the necessary resources for effective implementation of the Pre-Kinder curriculum  
A-3 Ensure the utilization of classroom technology in the Pre-K setting.  
S-3 Implement the Beyond the Bell Program at each elementary campus for Pre-K3 – 5<sup>th</sup> grade students to provide extended learning opportunities at the end of the day. | Dir. for Early Childhood  
Early Childhood Lead Teacher  
Reading Coaches  
TEA  
TX Pre-K Guidelines  
Beyond the Bell $150,000—SCE (199) | Admin. for Student Services  
Principal  
Asst. Principal Teachers  
Instructional aides | AR  
Title I  
Title I Mig.  
BIL  
ED | To close the gap of learning for all children  
To enhance the learning opportunities of all students | Formative/Summative  
Assess the performance of PK3 students using:  
CPALLS  
TANGO LION  
ISIP  
Walk-Throughs/ T-TESS (F)  
Beyond the Bell Attendance Rosters (F/S) |
| Aug.- May 2019-2020 | INITIATIVE 4: Implement a variety of instructional arrangements to meet the needs of all students.  
A-1 Provide opportunities for instructional arrangements such as:  
• Implementation of the 5E Instructional Model for planning and delivery of instruction K-12  
• Fixed/Open Library Scheduling  
• Departmentalization in the upper grade levels  
• Inclusion Program that allows for Team Teaching  
• Team Teaching within the same grade level.  
• Implementation of Resp. to Intervention (RTI)  
• Creation and implementation of PLCs at each campus  
• Computer aided instruction (labs) through Agile Mind, Istation, TANGO LION etc.  
• 18 Plus Program and Career/Vocational Program | Executive Dir. for Academics  
Director for Special Services  
Librarians  
Computer Lab Teachers/Proctors | Director for Special Services  
Principals  
Asst. Principals Librarian  
Teachers  
Computer Lab Teachers/Proctors | All Populations | To enhance the learning opportunities of all students | Walk-Throughs/ T-TESS (F)  
Review students’ annual performance using:  
ISIP  
TANGO LION  
Reading/Math Benchmarks  
STAAR/EOC (S)  
TELPAS (S) |

*Funding Source:

<table>
<thead>
<tr>
<th>Source</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(LOC)</td>
<td>Local</td>
</tr>
<tr>
<td>(SCE)</td>
<td>State Compensatory Education</td>
</tr>
<tr>
<td>(TIA)</td>
<td>Title I, Part A</td>
</tr>
<tr>
<td>(TIM)</td>
<td>Title I, Part C- Migrant</td>
</tr>
<tr>
<td>(CTE)</td>
<td>State Career &amp; Tech. Education</td>
</tr>
<tr>
<td>(IBF)</td>
<td>IDEA-B-Formula (Sp. Ed.)</td>
</tr>
<tr>
<td>(IBP)</td>
<td>IDEA-B-Preschool</td>
</tr>
<tr>
<td>(TI)</td>
<td>Title II, Part A</td>
</tr>
<tr>
<td>(TII)</td>
<td>Title III-LEP</td>
</tr>
<tr>
<td>(CDP)</td>
<td>Carl D Perkins- CTE Basic</td>
</tr>
</tbody>
</table>

**Special Populations Targeted**

<table>
<thead>
<tr>
<th>Population</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(TFC)</td>
<td>21st CCLC</td>
</tr>
<tr>
<td>(TFC)</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>(ED)</td>
<td>Economically Disadvantaged</td>
</tr>
<tr>
<td>(IBP)</td>
<td>Gear Up</td>
</tr>
<tr>
<td>(GU)</td>
<td>Bilingual</td>
</tr>
<tr>
<td>(AR)</td>
<td>At Risk</td>
</tr>
<tr>
<td>(SSE)</td>
<td>State Special Education</td>
</tr>
<tr>
<td>(SBE)</td>
<td>State Bilingual Education</td>
</tr>
<tr>
<td>(HSA)</td>
<td>High School Allotment</td>
</tr>
<tr>
<td>(GTA)</td>
<td>Gifted and Talented</td>
</tr>
<tr>
<td>(ED)</td>
<td>Special Education</td>
</tr>
<tr>
<td>Timeline</td>
<td>Initiatives / Strategies/ Activities</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------</td>
</tr>
</tbody>
</table>
| Aug.-May 2019-2020 | INITIATIVE 5: RGCCISD will ensure all homeless/foster students are identified and provided with the necessary services as needed such as:  
- School supplies  
- School uniforms  
- Transportation  
- School counseling  
- Free lunch  
- Referred to local shelter, medical, dental, and social service agencies  
- Homeless committee at each campus will ensure all students needs are meet | Student Services Administrator  
Federal Programs Director  
$5,000—Title I, Part A (212) | Principals  
Counselors  
Teachers  
PEIMS Clerk | All identified McKinney Vento Homeless and Foster Care Students TX Homeless Ed. Network (THEO) | Maintain good attendance and passing grades. Open line of communication between students, parents, teachers, counselors and school administrators | Report card grades  
Attendance records |
| Aug.-May 2019-2020 | INITIATIVE 6: RGCCISD will offer Career and Technical Education (CTE) courses that support academic student performance at or above grade level for students to be successful after graduation.  
S-1 Purchase supplies, resources and equipment for CTE courses as stated in the program application and evaluations.  
S-2 Provide innovative CTE courses to assist graduating students to obtain at least one industry-based certification.  
S-3 Provide expenses for consulting services and Memorandum of Understanding (MOUs) with local colleges/entities to benefit CTE Programs.  
S-4 Identify and provide expenses for professional development needs of CTE staff and education partners to provide quality education for all students. | Career and Technical Education (CTE) Director  
CTE Strategist  
CTE Industry-Based Strategist  
TEA Guidelines $142,300—Carl D. Perkins (244) | CTE/Director  
Principals  
Counselors  
Deans  
Teachers | All Populations | Increased course participation and/or student industry certifications | CTE Monitoring and Mentoring Logs  
CTE Meeting Agendas, Sign-In Rosters  
Program Evaluations  
Increased course participation  
Increased student industry certifications  
Copies of MOUs and contracts for Consulting Services |
| *Funding Source:  
(LOC) Local  
(SCE) State Compensatory Education  
(TTA) Title I, Part A  
(TIM) Title I, Part C- Migrant  
(CTE) State Career & Tech. Education  
(IBF) IDEA-B-Formula (Sp. Ed.)  
(IBP) IDEA-B-Preschool  
(TII) Title II, Part A  
(TIII) Title III-LEP  
(CDP) Carl D Perkins- CTE Basic | **Special Populations Targeted  
(TFC) 21st CCLC  
(TGO) Gear Up  
(SGT) Gifted & Talented  
(SSE) State Special Education  
(SBE) State Bilingual Education  
(HSA) High School Allotment  
(ESL) English as a Second Language  
(BIL) Bilingual  
(AR) At Risk  
(GT) Gifted and Talented  
(ED) Economically Disadvantaged  
(SE) Special Education |
| **Special Populations Targeted:  
(LOC) Local  
(SCE) State Compensatory Education  
(TTA) Title I, Part A  
(TIM) Title I, Part C- Migrant  
(CTE) State Career & Tech. Education  
(IBF) IDEA-B-Formula (Sp. Ed.)  
(IBP) IDEA-B-Preschool  
(TII) Title II, Part A  
(TIII) Title III-LEP  
(CDP) Carl D Perkins- CTE Basic | **Special Populations Targeted  
(TFC) 21st CCLC  
(TGO) Gear Up  
(SGT) Gifted & Talented  
(SSE) State Special Education  
(SBE) State Bilingual Education  
(HSA) High School Allotment  
(ESL) English as a Second Language  
(BIL) Bilingual  
(AR) At Risk  
(GT) Gifted and Talented  
(ED) Economically Disadvantaged  
(SE) Special Education |
## RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
### DISTRICT IMPROVEMENT PLAN
#### 2019-2020

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug.-May 2019-2020</td>
<td><strong>INITIATIVE 7:</strong> RGCCISD will provide educational opportunities at all grade levels to promote post-secondary education and ensure graduating students meet the College and Career readiness requirements. S-1 Provide information on graduation and high school requirements. S-2 Schedule Career Day Activities to expose students to different career choices. S-3 Identify College Spirit Day in all campuses. S-4 Teach time management, organization, study and research skills through guidance lessons. S-5 Visit colleges and universities. S-6 Provide TSI, ACT, and SAT preparation sessions and testing opportunities. S-7 Establish a District College &amp; Career Readiness Committee. S-7 Provide FAFSA Application preparation sessions for students.</td>
<td>Executive Dir. for Academics Counselors TEA High School Graduation Requirements Region One ESC</td>
<td>Principals Deans Asst. Principals Counselors Teachers</td>
<td>All populations</td>
<td>Prepare students to enter post-secondary education Increase the number of students prepared to take college entrance exams</td>
<td>Formative/Summative</td>
</tr>
</tbody>
</table>

### Funding Source:
- **LOC** Local
- **SCE** State Compensatory Education
- **TIA** Title I, Part A
- **CTE** State Career & Tech. Education
- **IBF** IDEA-B-Formula (Sp. Ed.)
- **IBP** IDEA-B-Preschool
- **TTI** Title II, Part A
- **TII** Title II, Part A
- **TIM** Title I, Part C- Migrant
- **CTP** Carl Perkins- CTE Basic
- **TFC** 21st CCLC
- **BIL** Bilingual
- **AR** At Risk
- **GT** Gifted and Talented
- **ESL** English as a Second Language
- **ED** Economically Disadvantaged
- **SE** Special Education

### Expected Outcomes:
- **(F)** Scheduled Career Days at each campus
- **(S)** Increased student enrollment in post-secondary institutions
- **(S)** Increased student performance in college entrance exams
- **(F)** Counselor Logs and Sign-In Rosters
- **(F)** Meeting Agendas and Sign-In Rosters

### Resources:
- $1,500 Title I, Part C Migrant (212)
- $800,000 Title I, Part A (211)
**District GOAL 1: ACADEMIC EXCELLENCE:** Implement a rigorous, integrated, technological, and comprehensive curriculum for Pre-K to Post-secondary.

Annual District Performance Objective 3: RGCCISD will implement supplemental instructional programs aligned to the specific needs of our students to ensure that 70% of our special population groups meet or exceed State expectations on the Spring 2020 STAAR/EOC administration.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation Formative/Summative</th>
</tr>
</thead>
</table>
| Aug. - May 2019-2020 | **ENGLISH LEARNERS:** INITIATIVE 1: Implement the guidelines for appropriate delivery of instruction in the Spanish Language Arts (SLAR) PK3-5th.  
S-1 Monitor the implementation of the scope and sequence.  
S-3 All EL students will participate with English speaking students during Art, Music, P.E., and other electives. | Bilingual Director  
Bilingual Strategists  
TEKS  
Bilingual Program Manual  
Region One ESC OWL (PK3-4)  
Big Day (PK3-3) | Principal  
Asst. Principal  
Teachers  
BE/ESL teacher | TIM  
ESL  
BIL  
SE | Improve the performance of Bilingual/ESL Students | Review scores to assess attainment of annual campus perf. goals for all students and Bil/EL pop.  
STAAR Data (S)  
TELPAS (S)  
CPALLS  
TANGO LION ISIP [PK3-8] |
| Aug. - May 2019-2020 | **INITIATIVE 2: Implement appropriate assessment and evaluation instruments to monitor the performance of Bilingual students.**  
S-1 Ensure proper identification and initial placement of English Learner (EL) students.  
A-1 Administer the Pre-LAS to incoming Pre-K students whose Home Language Survey indicates other than English.  
A-2 Administer the LAS Links to students in grades 1-12 whose Home Language Survey indicates other than English.  
A-3 Language Proficiency Assessment Committee (LPAC) will meet within 4 calendar weeks to make recommendations for instructional placement. | Bilingual Director  
Bilingual Strategists  
TEKS  
Bilingual Program Manual  
Region One ESC LPAC Committee | Principal  
Asst. Principal  
Teachers  
Instructional aides | TIM  
ESL  
BIL  
SE | Improve the performance of Bilingual Students | Review scores to assess attainment of annual campus perf. goals for all students and Bil/EL pop:  
STAAR/EOC (S)  
TELPAS (S)  
CPALLS  
TANGO LION ISIP [PK3-8] |

*Funding Source:*
- **LOC** Local
- **SCE** State Compensatory Education
- **TIA** Title I, Part A
- **TIME** Title I, Part C- Migrant
- **CTE** State Career & Tech. Education
- **IBF** IDEA-B-Formula (Sp. Ed.)
- **IBP** IDEA-B-Preschool
- **TII** Title II, Part A
- **TTII** Title III-LEP
- **CDP** Carl D Perkins- CTE Basic

**Special Populations Targeted:***

- **ESL** English as a Second Language
- **BIL** Bilingual
- **AR** At Risk
- **GT** Gifted and Talented
- **ED** Economically Disadvantaged
- **SE** Special Education
# RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

## DISTRICT IMPROVEMENT PLAN

**2019-2020**

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th><strong>Special Population</strong></th>
<th>Expected Outcomes</th>
<th>Evaluation Formative/Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug.- May 2019-2020</td>
<td>S-2 LPAC committee will adhere to appropriate placement of all EL students into the Bilingual Prog. on a monthly basis</td>
<td>LPAC Binder Region One ESC Bilingual Director Gateway Online(Region20) OWL Big Day TANGO Istation: $194,968—SCE (199)</td>
<td>Principal Asst. Principal Teachers Instructional aides</td>
<td>TIM ESL BIL SE</td>
<td>Increase Knowledge of LPAC procedures.</td>
<td>LPAC Minutes Review scores on the following to assess attainment of our annual campus performance goals for all students as well as Bilingual/LEP pop: STAAR Data (S) TELPAS (S) District Benchmarks (F/S) CPALLS TANGO LION Rdg/Math ISIP [K-8]</td>
</tr>
<tr>
<td></td>
<td>S-3 Maintain an evaluation system to monitor student progress.</td>
<td></td>
<td></td>
<td></td>
<td>Improve the performance of EL Students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-1 Administer the Pre-LAS(PK3/4) and LAS Links in English/Spanish (K-2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-2 Administer District Benchmarks for Bilingual students in grades 3-5th.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-3 Monitor student progress using the following programs:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• TANGO LION/Istation Learning Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Weekly/Six weeks tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• District Benchmarks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S-4 Administer the state mandated assessments to LEP students in grades Kinder to 5th grade.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-1 Train staff on the administration of the following tests and/or monitoring systems:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ISIP/CPALLS Progress Monitoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• TELPAS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Observation Protocol</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• LION Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-2 Utilize ISIP in grades PK3-8th grade daily.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-3 Administer the TELPAS in grades 3rd - 5th.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug. - May 2019-2020</td>
<td>INITIATIVE: 3: Ensure that the appropriate Bilingual instruction is provided to facilitate transition for EL students</td>
<td>TEKS Bilingual Program Manual Region One ESC LPAC Committee LPAC Framework (Region20) TEA</td>
<td>District Bilingual Director Principal Asst. Principal Classroom Teachers</td>
<td>TIM ESL BIL SE</td>
<td>Improve the performance of EL Students</td>
<td>Review scores to evaluate annual campus goals attainment: STAAR Data (S) TELPAS (S) District Benchmarks (F/S) Six Weeks Assessments CPALLS TANGO LION ISIP [K-5]</td>
</tr>
<tr>
<td></td>
<td>S-1 Implement appropriate time and treatment to transition through Dual Lang. &amp; Early Exit Models.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-1 Conduct a needs assessment of program materials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-2 Monitor the implementation of transitional guidelines.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Funding Source:
- **LOC** Local
- **SCE** State Compensatory Education
- **TIM** Title I, Part C- Migrant
- **CTE** State Career & Tech. Education
- **IBF** IDEA-B-Formula (Sp. Ed.)
- **IBP** IDEA-B-Preschool
- **TII** Title II, Part A
- **CDP** Carl D Perkins- CTE Basic

### **Special Populations Targeted**
- **TFC** 21st CCLC
- **TFC** English as a Second Language
- **ED** Economically Disadvantaged
- **ESL** At Risk
- **BIL** Gifted and Talented
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug.-May 2019-2020</td>
<td>S-2 To ensure the EL students transition at the appropriate time, utilize the following activities: A-1 Follow the transitional guidelines and TEKS/ELPS guide A-2 Adhere to the district timeline A-3 Reinforce acquisition of language through BE/ESL component of the state adopted textbook. A-4 Utilize the computerized programs such as Istation/LION to support daily instruction. A-5 Utilize SIOP Strategies and ELPS Standards in daily instruction to support content and language objectives. INITIATIVE 4: Provide an ESL/Pull-Out Model for English Learners to attain full proficiency in English in order to participate equitably in school. S-1 Utilize Rosetta Stone for students during the first 3 years in U.S. Schools.</td>
<td>Bilingual Director Bilingual Strategists TEKS TEKS Resource System ELPS Standards Bilingual Program Manual Region One ESC LPAC Committee Gateway Online TEA Rosetta Stone Software Program</td>
<td>Principal Asst. Principal Teachers BE/ESL Teacher</td>
<td>TIM ESL BIL SE</td>
<td>Improve the performance of EL &amp; Bilingual Students</td>
<td>Review scores on the following assessments to evaluate attainment of our annual campus performance goals for all students: STAAR Data (S) TELPAS (S) District Benchmarks (F/S) CPALLS TANGO LION ISIP [K-5]</td>
</tr>
<tr>
<td>Aug.-May 2019-2020</td>
<td>MIGRANT POPULATION: INITIATIVE 1: Provide opportunities for implementation of migrant services to ensure maximum performance of migrant students. S-1 Participate in the recruitment of migrants and follow through with appropriate educational services. S-2 Follow through with appropriate district requirements in the identification process of all migrants including 3 year olds. S-3 Provide instructional opportunities to accelerate learning for all migrants, including Bright Beginnings for 3 &amp; 4 year olds and using Migrant Tutors at each campus.</td>
<td>Federal Programs Director Migrant Coord. District Migrant Recruiters Mig. Strategist and Counselors Tutors: $111,570—Title I, Part C—Migrant (212)</td>
<td>Migrant Program Coordinator Principal Asst. Principal District Migrant Recruiters</td>
<td>Title I Migrant students</td>
<td>Provide Migrants with equal educational opportunities</td>
<td>Review scores on all annual assessments to assess attainment of our annual campus performance goals for all migrants. STAAR Data (S) TELPAS (S) District Benchmarks</td>
</tr>
</tbody>
</table>
## RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
### DISTRICT IMPROVEMENT PLAN
#### 2019-2020

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| Aug.-May 2019-2020 | **S-4** Provide opportunities for all migrants to attend all tutorial programs and extra-curricular activities.  
A-1 Morning Tutorials  
A-2 Extended day tutorials  
A-3 Saturday tutorials (secondary schools)—OEW (Optional Extended Week).  
A-4 College First CAMPS  
A-5 Summer program, including Project SMART—OEP (Optional Extended Year)  
**S-5** Provide instructional opportunities in the areas of Math, Writing, and Reading to reduce barriers for all identified migrant students.  
A-1 Migrant Elementary CAMPS for Reading, Math & Writing  
A-2 Migrant Middle School CAMPS for 8th grade Social Studies  
A-3 Migrant High School CAMPS for English I EOC and English II EOC  
A-4 Provide Migrant Tutors to assist identified migrant with Priority for Services (PFS) during the educational day. | Federal Programs Director  
Migrant Coordinator  
District Migrant Recruiters  
Mig. Strategist and Counselors, College First CAMPS: $85,000—Title I, Part C Migrant  
(212) Project SMART: $70,000—Title I, Part C Migrant  
(212) Tutors: $111,570—Title I, Part C Migrant  
(212) | Migrant Program Coordinator  
Principal  
Asst. Principal  
Teachers  
District Migrant Recruiters | Title I Migrant students  
Provide Migrants with equal educational opportunities  
Review scores on all annual assessments to assess attainment of our annual campus performance goals for all migrants.  
STAAR Data (S) TELPAS (S) District Benchmarks | Formative/Summative |

### Funding Source:
- **LOC**: Local  
  - IDEAB-Formula (Sp. Ed.)  
  - IDEA-B-PreSchool  
  - Title I, Part A  
  - Title I, Part C  
  - Title I, Part C- Migrant  
  - State Career & Tech. Education  
- **SCE**: State Compensatory Education  
  - IDEA-B-Formula (Sp. Ed.)  
  - IDEA-B-PreSchool  
  - Title I, Part A  
  - Title I, Part C  
  - Title I, Part C- Migrant  
  - State Career & Tech. Education  
- **TIM**: Title I, Part C- Migrant  
  - Title III-LEP  
  - Title II, Part A  
  - State Bilingual Education  
  - High School Allotment  
- **CTE**: State Career & Tech. Education  
  - Carl D Perkins- CTE Basic  
  - Gifted & Talented  
  - Bilingual  
  - At Risk  
  - Gifted and Talented  

### **Special Populations Targeted**:
- **ESL**: English as a Second Language  
  - Bilingual  
  - At Risk  
  - Gifted and Talented  
- **ED**: Economically Disadvantaged  
  - Special Education
RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2019-2020

RIO GRANDE CITY CISD
Migrant Education Program Title I, Part C
Priority for Service Action Plan
2019-2020

Approved by

Veronica Garcia
Mrs. Veronica Garcia, Migrant Education Coordinator

Virginia Gonzalez
Mrs. Virginia Gonzalez, Director for Federal and State Programs

Vilma Garza
Ms. Vilma Garza, Superintendent of Schools

*Funding Source:
(LOC) Local
(SCE) State Compensatory Education
(TIA) Title I, Part A
(TIM) Title I, Part C- Migrant
(CTE) State Career & Tech. Education
(IBF) IDEA-B-Formula (Sp. Ed.)
(IBP) IDEA-B-Preschool
(TII) Title II, Part A
(TIII) Title III-LEP
(CDP) Carl D Perkins- CTE Basic

**Special Populations Targeted
(21st CCLC) 21st Century Community Learning Centers
(ESL) English as a Second Language
(BIL) Bilingual
(AR) At Risk
(GT) Gifted and Talented
(ED) Economically Disadvantaged
(SE) Special Education
As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

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

### Priority for Service Criteria

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

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

Texas Education Agency, Special Populations Division, 2018-2019

---

**Funding Source:**
- LOC (Local)
- SCE (State Compensatory Education)
- TIM (Title I, Part C - Migrant)
- CTE (State Career & Tech. Education)
- IBF (IDEA-B-Formula (Sp. Ed.))
- IBP (IDEA-B-Preschool)
- TII (Title II, Part A)
- TIII (Title III-LEP)
- CDP (Carl D Perkins- CTE Basic)
- (ED) (Economically Disadvantaged)
- (ED) (Gifted and Talented)
- (ESL) (English as a Second Language)
- (AR) (At Risk)
- (BIL) (Bilingual)
- (GT) (Gifted and Talented)
- (SE) (Special Education)
- (HS) (High School Allotment)

**Special Populations Targeted:**
- (21st CCLC)
- (Gear Up)
- (Gifted & Talented)
- (State Special Education)
- (State Bilingual Education)
- (High School Allotment)
### School District: Rio Grande City CISD

| Region: 1 |

**Priority for Service (PFS) Action Plan**

**School Year: 2019 - 2020**

**Filled Out By:** Mrs. Erika Pratt

**Date:** August 06, 2019

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

#### Goal(s):

- Rio Grande City C. I. S. D. will provide educational opportunities that will produce college and career ready, responsible and independent citizens to all Priority for Service students and migrant students.
- Rio Grande City C. I. S. D. will address the needs of each Priority for Service students and migrants in an efficient and timely manner.
- Rio Grande City C. I. S. D. will analyze attributes and patterns of Priority for Service students to individualize services, both instructional and support services.

#### Objective(s):

- A minimum of 70% of students will achieve post-secondary readiness on the STAAR/EOC Assessments including reading, math and social studies. A minimum of 20% will achieve mastery.
- A minimum of 1 contacts, per quarter, will be made with Priority for Service students; and a minimum of 1 contact, per semester, will be made with migrant students to assess students’ needs.
- 90% of Priority for Service students and migrants will have access to a migrant tutor and to a migrant teacher/counselor to provide the necessary support based on the monthly Priority for Service Report.

---

*Texas Education Agency, Special Populations Division, 2018-2019*

<table>
<thead>
<tr>
<th>Funding Source:</th>
<th>Special Populations Targeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>(LOC) Local</td>
<td>(ESL) English as a Second Language</td>
</tr>
<tr>
<td>(SCE) State Compensatory Education</td>
<td>(ED) Economically Disadvantaged</td>
</tr>
<tr>
<td>(TIM) Title I, Part C- Migrant</td>
<td>(SE) Special Education</td>
</tr>
<tr>
<td>(CTE) State Career &amp; Tech. Education</td>
<td><strong>Bilingual</strong></td>
</tr>
<tr>
<td>(IBF) IDEA-B-Formula (Sp. Ed.)</td>
<td>(AR) At Risk</td>
</tr>
<tr>
<td>(IBP) IDEA-B-Preschool</td>
<td>(GT) Gifted and Talented</td>
</tr>
<tr>
<td>(TII) Title II, Part A</td>
<td>(GUE) Gear Up</td>
</tr>
<tr>
<td>(TIII) Title III-LEP</td>
<td>(SSE) State Special Education</td>
</tr>
<tr>
<td>(TFC) 21st CCLC</td>
<td>(SBE) State Bilingual Education</td>
</tr>
<tr>
<td>(SGT) Gifted &amp; Talented</td>
<td>(HSA) High School Allotment</td>
</tr>
<tr>
<td>(CDP) Carl D Perkins- CTE Basic</td>
<td>(AR) At Risk</td>
</tr>
<tr>
<td>(SE) State Bilingual Education</td>
<td>(GT) Gifted and Talented</td>
</tr>
<tr>
<td>(SBE) State Bilingual Education</td>
<td>(HSA) High School Allotment</td>
</tr>
<tr>
<td>Required Strategies</td>
<td>Timeline</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children</td>
<td>At the beginning of each</td>
</tr>
<tr>
<td>and youth who require priority access to MEP services.</td>
<td>month</td>
</tr>
<tr>
<td>▪ Before the first day of school, develop a PFS Action Plan for serving PFS students.</td>
<td>May-June</td>
</tr>
<tr>
<td>The plan must clearly articulate criteria for defining student success, including</td>
<td></td>
</tr>
<tr>
<td>timelines for achieving stated goals and objectives.</td>
<td></td>
</tr>
</tbody>
</table>

### Required Strategies

<table>
<thead>
<tr>
<th>Required Strategies</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP</td>
<td>August In-service</td>
<td>Migrant Coordinator, MEP Staff</td>
<td>Sign-Ins, power point presentation, handout, brochure</td>
</tr>
<tr>
<td>staff will provide campus principals and appropriate campus staff information on</td>
<td>January In-service</td>
<td>Migrant Counselor, Migrant</td>
<td></td>
</tr>
<tr>
<td>the Priority for Service criteria and updated NGS Priority for Service reports.</td>
<td></td>
<td>Teacher, MEP Staff</td>
<td></td>
</tr>
<tr>
<td>▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP</td>
<td>September-October</td>
<td>Migrant Coordinator, Parental</td>
<td>Sign-Ins, Agenda, PowerPoint presentation</td>
</tr>
<tr>
<td>staff will provide parents of PFS information on the Priority for Service criteria.</td>
<td></td>
<td>Coordinator, Migrant Counselor,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Migrant Teacher, MEP Staff</td>
<td></td>
</tr>
<tr>
<td>▪ During the academic calendar, the district’s Title I, Part C Migrant Coordinator</td>
<td>On-going</td>
<td>MEP Staff</td>
<td>Number of students meeting requirements for grade level promotion or on-time for graduation.</td>
</tr>
<tr>
<td>or MEP staff will make individualized home and /or community visits to update</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>parents on the academic progress of their children.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Additional Activities

- Individual face-to-face meetings with students who appear on PFS Reports and document recommendations for instructional and support services. Twice per Quarter Migrant counselor, Migrant tutors, Migrant Teacher, MEP Staff Student Plans of Action

### Funding Source:

- **LOC**: Local
- **SCE**: State Compensatory Education
- **TIA**: Title I, Part A
- **TIM**: Title I, Part C - Migrant
- **CTE**: State Career & Tech. Education
- **IBF**: IDEA-B-Formula (Sp. Ed.)
- **IBP**: IDEA-B-PreSchool
- **TII**: Title II, Part A
- **TIII**: Title III-LEP
- **CDP**: Carl D Perkins- CTE Basic
- **TFC**: 21st CCLC
- **GU**: Gear Up
- **SGT**: Gifted & Talented
- **SSE**: State Special Education
- **SBE**: State Bilingual Education
- **HSA**: High School Allotment
- **ESL**: English as Second Language
- **BIL**: Bilingual
- **AR**: At Risk
- **GT**: Gifted and Talented
- **ED**: Economically Disadvantaged
- **SE**: Special Education

### Special Populations Targeted

- **LOC**: Local
- **SCE**: State Compensatory Education
- **TIA**: Title I, Part A
- **TIM**: Title I, Part C - Migrant
- **CTE**: State Career & Tech. Education
- **IBF**: IDEA-B-Formula (Sp. Ed.)
- **IBP**: IDEA-B-PreSchool
- **TII**: Title II, Part A
- **TIII**: Title III-LEP
- **CDP**: Carl D Perkins- CTE Basic
- **TFC**: 21st CCLC
- **GU**: Gear Up
- **SGT**: Gifted & Talented
- **SSE**: State Special Education
- **SBE**: State Bilingual Education
- **HSA**: High School Allotment
- **ESL**: English as Second Language
- **BIL**: Bilingual
- **AR**: At Risk
- **GT**: Gifted and Talented
- **ED**: Economically Disadvantaged
- **SE**: Special Education
Provide services to PFS migrant students.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Funding Source</th>
<th>Special Populations Targeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district’s Title I, Part C migrant coordinator or MEP staff will use</td>
<td>LOC Local</td>
<td><strong>ELE</strong> (Sp. Ed.)</td>
</tr>
<tr>
<td>the PFS reports to give priority placement to these students in</td>
<td>(SCE) State Compensatory Education</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>migrant education program activities.</td>
<td>(TIA) Title I, Part A</td>
<td>(ED) Economically Disadvantaged</td>
</tr>
<tr>
<td></td>
<td>(TIM) Title I, Part C - Migrant</td>
<td>(SE) Special Education</td>
</tr>
<tr>
<td></td>
<td>(CTE) State Career &amp; Tech. Education</td>
<td>(AR) At Risk</td>
</tr>
<tr>
<td></td>
<td>(IBF) IDEA-B-Formula (Sp. Ed.)</td>
<td>(BIL) Bilingual</td>
</tr>
<tr>
<td></td>
<td>(IBP) IDEA-B-Preschool</td>
<td>(ESL) English as a Second Language</td>
</tr>
<tr>
<td></td>
<td>(TII) Title II, Part A</td>
<td>(GT) Gifted and Talented</td>
</tr>
<tr>
<td></td>
<td>(TIII) Title III-LEP</td>
<td>(HSA) High School Allotment</td>
</tr>
<tr>
<td></td>
<td>(F) Gifted &amp; Talented</td>
<td>(SSE) State Special Education</td>
</tr>
<tr>
<td></td>
<td>(GU) Gear Up</td>
<td>(SBE) State Bilingual Education</td>
</tr>
<tr>
<td></td>
<td>(SGT) Gifted &amp; Talented</td>
<td>(SBE) State Bilingual Education</td>
</tr>
<tr>
<td></td>
<td>(ED) 21st CCLC</td>
<td>(SBE) State Bilingual Education</td>
</tr>
<tr>
<td></td>
<td>(SE) Special Education</td>
<td>(SBE) State Bilingual Education</td>
</tr>
<tr>
<td></td>
<td>(SE) Special Education</td>
<td>(SBE) State Bilingual Education</td>
</tr>
<tr>
<td></td>
<td>(SE) Special Education</td>
<td>(SBE) State Bilingual Education</td>
</tr>
</tbody>
</table>

- Provide services to PFS migrant students.
- The district’s Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.
- The district’s Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/ agencies.
- The district’s Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.

Additional Activities

Erika Pratt

LEA Signature: August 13, 2019

Texas Education Agency, Special Populations Division, 2018-2019
# RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
## DISTRICT IMPROVEMENT PLAN
### 2019-2020

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation Formative/Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. - May 2019-2020</td>
<td><strong>AT RISK POPULATION:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>INITIATIVE 1: Provide intense corrective intervention for closing gaps in student performance in grades 1st through 12th.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S-1 Implement structured tutorial programs to target at-Risk population.</td>
<td>Executive Dir. for Academics, Fed. Prog. Director, TEKS Resource System, PEIMS Clerk, Region One ESC</td>
<td>Principal, Asst. Principals, Deans, Teachers</td>
<td>AR, TIM, BIL, SE</td>
<td>To increase academic success of at-risk students by 5%</td>
<td>STAAR/EOC Data (S), TELPAS (S), District Benchmarks (F/S), CPALLS ISIP, TANGOLION, Reading/Math, Mini assessments, Six weeks assessments</td>
</tr>
<tr>
<td></td>
<td>A-1 Identify the students most at-risk of having Science/Soc. Stud./Reading/Math/Writing difficulties.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-2 Conference and inform parents of the different tutoring programs available for their child.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-3 Place students in tutorial programs such as:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Extended day tutorials for Rdg., Writ., Math, Sci., &amp; Soc. Stud., incl.SCE Credit Rec. &amp; Credit by Exam</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Extended Week Program (OEW)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Summer School Programs (OYE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-4 Continue with Valued Youth Program to provide a tutoring job to At-Risk students and guide them through the process of acquiring proper job-related responsibilities and good job skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S-2 Implement Response to Intervention program to ensure a strong foundation so students are reading on grade level.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-1 Identify stud. eligible to participate in RTI (K-12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-2 Provide TANGO LION/Istation ISIP Intervention Activities (PK3-8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-3 Provide SIOP (Sheltered Instr.) Strategies (6-12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-4 Provide training in interventions for staff in grades K-12.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Funding Source:**
- LOC: Local
- SCE: State Compensatory Education
- TIM: Title I, Part C- Migrant
- TIA: Title I, Part A
- CTE: State Career & Tech. Education
- IBF: IDEA-B-Formula (Sp. Ed.)
- IBP: IDEA-B-Preschool
- TII: Title II, Part A
- TIII: Title III-LEP
- CDP: Carl D Perkins- CTE Basic
- TFC: 21st CCLC
- TGU: Gear Up
- SSE: State Special Education
- SBE: State Bilingual Education
- HSA: High School Allotment

**Special Populations Targeted:**
- ESL: English as a Second Language
- ED: Economically Disadvantaged
- BIL: Bilingual
- AR: At Risk
- GT: Gifted and Talented
- SE: Special Education
## RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
### DISTRICT IMPROVEMENT PLAN
#### 2019-2020

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation Formative/Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. - May 2019-2020</td>
<td>INITIATIVE 2: Provide computerized instructional programs for closing academic gaps in student performance in grades 1st through 12th. S-1: Utilize Istation/TANGO LION Computerized Program daily in grades PK3 to 8th grade to improve the At-Risk Students’ reading proficiency. A-1 Provide updated training for teachers on effective implementation of the program. A-2 Identify &amp; purchase materials/incentives to ensure effective implementation of program. A-3 Provide teachers with weekly student reports of progress. A-4 Assess/analyze students’ performance weekly. S-2: Utilize the Istation/LION Computerized Program in PK3-8th grade to enhance student achievement for students struggling and in need of additional assistance. A-1 Enroll students and schedule them for 30-45 minute periods daily A-2 Provide opportunities for students to utilize the Lab before/after school. A-3 Provide proper training for teachers/staff using Istation A-4 Analyze students’ performance using weekly reports S-3: Utilize Edgenuity Online Program in grades 9th – 12th to enhance student achievement and help students recover high school credits.</td>
<td>Executive Dir. for Academics Federal Programs Director PEIMS Clerk Region One ESC Early Childhood Lead Teachers Istation: $194,968—SCE(199) TANGO: $195,120—SCE(199)</td>
<td>Edgenuity: $83,650—SCE (199) (Licenses/Training)</td>
<td>Principal Asst. Principals Deans Teachers</td>
<td>To increase academic success of at risk students by 5%</td>
<td>STAAR/EOC Data (S) TELPAS (S) District Benchmarks(F/S) TANGO LION Reading/Math ISIP Observation Protocol (S)</td>
</tr>
</tbody>
</table>

### *Funding Source:

| (LOC) Local | (IBF) IDEA-B-Formula (Sp. Ed.) | (TFC) 21st CCLC |
| (SCE) State Compensatory Education | (IBP) IDEA-B-Preschool | (ESL) English as a Second Language |
| (TIA) Title I, Part A | (GU) Gear Up | (ED) Economically Disadvantaged |
| (TIM) Title I, Part C- Migrant | (TII) Title II, Part A | (BIL) Bilingual |
| (CTE) State Career & Tech. Education | (TIII) Title III-LEP | (AR) At Risk |
| | (CDP) Carl D Perkins- CTE Basic | (SBE) State Bilingual Education |
| | | (GT) Gifted and Talented |
| | | | (SSE) State Special Education |
| | | | (SBE) State Bilingual Education |
| | | | (HSA) High School Allotment |

### **Special Populations Targeted:

<p>| (LOC) Local | (IBF) IDEA-B-Formula (Sp. Ed.) | (TFC) 21st CCLC |
| (SCE) State Compensatory Education | (IBP) IDEA-B-Preschool | (ESL) English as a Second Language |
| (TIA) Title I, Part A | (GU) Gear Up | (ED) Economically Disadvantaged |
| (TIM) Title I, Part C- Migrant | (TII) Title II, Part A | (BIL) Bilingual |
| (CTE) State Career &amp; Tech. Education | (TIII) Title III-LEP | (AR) At Risk |
| | (CDP) Carl D Perkins- CTE Basic | (SBE) State Bilingual Education |
| | | (GT) Gifted and Talented |
| | | | (SSE) State Special Education |
| | | | (SBE) State Bilingual Education |
| | | | (HSA) High School Allotment |</p>
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation Formative/Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. – May 2019-2020</td>
<td>INITIATIVE 3:  Continue providing Pregnancy Related Services (PRS) and Student Parent Services for identified RGCCISD students.</td>
<td>PEP Specialist&lt;br&gt;Caption: Education and Parenting (PEP) Specialist will provide assessment, counseling, and outside agency referrals for identified students.</td>
<td>Fed. Programs Director&lt;br&gt;PRF Specialist&lt;br&gt;Caption: Teacher will provide student instruction as prescribed by the student’s attending physician.</td>
<td>Identified pregnant students and student parents</td>
<td>Increase student attendance&lt;br&gt;Increase graduation rate for pregnant and student parents</td>
<td>PEIMS Attendance Reports&lt;br&gt;Graduation Rates&lt;br&gt;Dropout Rate Reports (F/S)</td>
</tr>
<tr>
<td></td>
<td>S-1 The Pregnancy Education and Parenting (PEP) Specialist will provide assessment, counseling, and outside agency referrals for identified students.</td>
<td>Fed. Programs Director&lt;br&gt;PRF Specialist&lt;br&gt;Caption: Teacher will provide student instruction as prescribed by the student’s attending physician.</td>
<td>Identified pregnant students and student parents</td>
<td>Increase student attendance&lt;br&gt;Increase graduation rate for pregnant and student parents</td>
<td>PEIMS Attendance Reports&lt;br&gt;Graduation Rates&lt;br&gt;Dropout Rate Reports (F/S)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S-2 The Compensatory Educating Home Instruction (CEHI) Teacher will provide student instruction as prescribed by the student’s attending physician.</td>
<td>Fed. Programs Director&lt;br&gt;PRF Specialist&lt;br&gt;Caption: Teacher will provide student instruction as prescribed by the student’s attending physician.</td>
<td>Identified pregnant students and student parents</td>
<td>Increase student attendance&lt;br&gt;Increase graduation rate for pregnant and student parents</td>
<td>PEIMS Attendance Reports&lt;br&gt;Graduation Rates&lt;br&gt;Dropout Rate Reports (F/S)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S-3 RGCCISD will provide opportunities for transportation and Day Care Services as needed</td>
<td>Fed. Programs Director&lt;br&gt;PRF Specialist&lt;br&gt;Caption: Teacher will provide student instruction as prescribed by the student’s attending physician.</td>
<td>Identified pregnant students and student parents</td>
<td>Increase student attendance&lt;br&gt;Increase graduation rate for pregnant and student parents</td>
<td>PEIMS Attendance Reports&lt;br&gt;Graduation Rates&lt;br&gt;Dropout Rate Reports (F/S)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S-4 RGCCISD will provide parental services and prevention intervention services as needed.</td>
<td>Fed. Programs Director&lt;br&gt;PRF Specialist&lt;br&gt;Caption: Teacher will provide student instruction as prescribed by the student’s attending physician.</td>
<td>Identified pregnant students and student parents</td>
<td>Increase student attendance&lt;br&gt;Increase graduation rate for pregnant and student parents</td>
<td>PEIMS Attendance Reports&lt;br&gt;Graduation Rates&lt;br&gt;Dropout Rate Reports (F/S)</td>
<td></td>
</tr>
<tr>
<td>Aug. – May 2019-2020</td>
<td>INITIATIVE 4: RGCCISD will provide Dyslexia services for identified students through the direct-teaching Herman Method for all identified K-12 students to improve their Reading abilities and/or Reading fluency.</td>
<td>Region One ESC Director for Special Services&lt;br&gt;Dyslexia Specialist&lt;br&gt;Dyslexia Teachers&lt;br&gt;$379,201 Dyslexia Allotment (199)</td>
<td>Dyslexia Students</td>
<td>Improve the reading abilities and fluency of identified students to reflect progress</td>
<td>STAAR/EOC (S)&lt;br&gt;TELPAS (S)&lt;br&gt;District Benchmarks (F/S)&lt;br&gt;ISIP&lt;br&gt;TANGO LION&lt;br&gt;Reading/Math</td>
<td>Mini assessments&lt;br&gt;Six weeks assessments</td>
</tr>
<tr>
<td></td>
<td>S-1 Provide Dyslexia services for identified students as an assigned class according to their Individualized Accommodation Plan (IAP).</td>
<td>Region One ESC Director for Special Services&lt;br&gt;Dyslexia Specialist&lt;br&gt;Dyslexia Teachers&lt;br&gt;$379,201 Dyslexia Allotment (199)</td>
<td>Dyslexia Students</td>
<td>Improve the reading abilities and fluency of identified students to reflect progress</td>
<td>STAAR/EOC (S)&lt;br&gt;TELPAS (S)&lt;br&gt;District Benchmarks (F/S)&lt;br&gt;ISIP&lt;br&gt;TANGO LION&lt;br&gt;Reading/Math</td>
<td>Mini assessments&lt;br&gt;Six weeks assessments</td>
</tr>
<tr>
<td></td>
<td>S-2 Provide Dyslexia services for identified students on a “pull-out” basis according to their Individualized Accommodation Plan (IAP).</td>
<td>Region One ESC Director for Special Services&lt;br&gt;Dyslexia Specialist&lt;br&gt;Dyslexia Teachers&lt;br&gt;$379,201 Dyslexia Allotment (199)</td>
<td>Dyslexia Students</td>
<td>Improve the reading abilities and fluency of identified students to reflect progress</td>
<td>STAAR/EOC (S)&lt;br&gt;TELPAS (S)&lt;br&gt;District Benchmarks (F/S)&lt;br&gt;ISIP&lt;br&gt;TANGO LION&lt;br&gt;Reading/Math</td>
<td>Mini assessments&lt;br&gt;Six weeks assessments</td>
</tr>
</tbody>
</table>

**Funding Source:**

- **LOC** Local
- **SCE** State Compensatory Education
- **TIM** Title I, Part C- Migrant
- **CTE** State Career & Tech. Education
- **IBF** IDEA-B-Formula (Sp. Ed.)
- **IBP** IDEA-B-PreSchool
- **TII** Title II, Part A
- **CDP** Carl D Perkins- CTE Basic
- **TFC** 21st CCLC
- **GU** Gear Up
- **SGT** Gifted & Talented
- **SSE** State Special Education
- **SBE** State Bilingual Education
- **HSA** High School Allotment
- **ESL** English as a Second Language
- **BIL** Bilingual
- **AR** At Risk
- **GT** Gifted and Talented
- **ED** Economically Disadvantaged
- **SE** Special Education
## RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
### DISTRICT IMPROVEMENT PLAN
#### 2019-2020

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation Formative/Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. - May 2019-2020</td>
<td>STUDENTS RECEIVING SPECIAL EDUCATION SERVICES:</td>
<td>Director for Special Services, Special Ed. Program Manual, TEKS Guide, TEKS Resource System, Special Ed. Personnel, Kurzweil Program $22,916—Idea B (224) Professional Development $10,000—Idea B (224)</td>
<td>Principal, Asst. Principal, Deans, Teachers, Diagnostician</td>
<td>Students receiving Special Education Services</td>
<td>Increase all state assessments by 5% for students receiving Special Education services.</td>
<td>STAAR/EOC Data (S), TELPAS (S), District Benchmarks (F/S), ISIP, TANGO LION, Reading/Math, Checklist Observation Protocol (S), Mini assessments, Six weeks assessments</td>
</tr>
</tbody>
</table>

### Initiatives / Strategies/ Activities:

**INITIATIVE 1: Implement appropriate and effective daily procedures to enhance the learning of all students receiving special education services.**

- **S-1** Monitor the appropriate implementation of accommodations/IEP for all identified students receiving Special Education services.
- **S-2** Ensure that coordination meeting between regular classroom and Special Education teacher take place every six weeks to ensure proper implementation of student IEP’s in an inclusion setting.
- **S-3** Ensure student success on all sections of the STAAR administrations by implementing the following activities:
  - **A-1** Provide in-class support services in the regular classroom.
  - **A-2** Provide appropriate accommodations to regular curriculum to meet the student’s IEP.
  - **A-3** Provide opportunities for all students receiving Special Education services to test using campus and district Benchmarks.
  - **A-4** Provide opportunities for students receiving Special Education services to participate in all extended day/week tutorial programs.

### Resources:

- Director for Special Services
- Special Ed. Program Manual
- TEKS Guide
- TEKS Resource System
- Special Ed. Personnel
- Kurzweil Program $22,916—Idea B (224)
- Professional Development $10,000—Idea B (224)

### Person Responsible:

- Principal
- Asst. Principal
- Deans
- Teachers
- Diagnostician

### **Special Populations Targeted**

- 21st CCLC
- English as a Second Language (ESL)
- Bilingual (BIL)
- At Risk (AR)
- Gifted and Talented (GT)
- Economically Disadvantaged (ED)
- Special Education (SE)

### Funding Source:

- Local (LOC)
- IDEA-B-Formula (IBF)
- IDEA-B-Preschool (IBP)
- Title I, Part A (TIA)
- Title II, Part A (TTII)
- Title III-EOP (TTIII)
- State Career & Tech. Education (CTE)
- Carl D Perkins- CTE Basic (CDP)

### Total Funding:

- IDEA-B-Formula (IBF) $22,916
- IDEA-B-Preschool (IBP)
- Title I, Part A (TIA)
- Title II, Part A (TTII)
- Title III-EOP (TTIII)
- State Career & Tech. Education (CTE)
- Carl D Perkins- CTE Basic (CDP)
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation Formative/Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. - May 2019-2020</td>
<td><strong>A-5</strong> Ensure that students receiving Special Education services benefit from all regular and special funded programs</td>
<td>Director for Special Services Special Ed. Program Manual TEKS Guide TEKS Resource System Special Ed. Personnel</td>
<td>Principal Asst. Principal Deans Sp. Ed. Teachers</td>
<td>Students Receiving Special Education Services</td>
<td>Increase all state assessments by 5% for students receiving Special Education services.</td>
<td>STAAR/EOC Data (S) TELPAS (S) District Benchmarks (F/S) ISIP TANGO LION Reading/Math Checklist Observation Protocol (S) Training Sign-In Rosters and Agendas</td>
</tr>
<tr>
<td></td>
<td><strong>A-6</strong> Utilize News 2 You (N2Y) Program to help students receiving Special Education Services improve their academic skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>A-7</strong> 18 Plus Career &amp; Vocational Program with qualifying students receiving Special Education Services to provide job skills and prepare them for the work force after high school.</td>
<td><strong>18 Plus Program:</strong> $336—Gen. Fund (199) MOU with STC <strong>Staff Development:</strong> $10,000----Idea b (224)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>A-8</strong> Provide Special Education and Regular Education Teachers with trainings for writing effective IEP’s.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Funding Source:**

| (LOC) Local      | (IBF) IDEA-B-Formula (Sp. Ed.) | (TFC) 21st CCLC | **Special Populations Targeted** |
| (SCE) State Compensatory Education | (IBP) IDEA-B-Preschool | (GU) Gear Up | (ESL) English as a Second Language (ED) Economically Disadvantaged Special Education |
| (TIA) Title I, Part A | (TII) Title II, Part A | (SGT) Gifted & Talented | (BIL) Bilingual (AR) At Risk |
| (TIM) Title I, Part C- Migrant | (TIII) Title III-LEP | (SSE) State Special Education | (GR) Gifted and Talented |
| (CTE) State Career & Tech. Education | (CDP) Carl D Perkins- CTE Basic | (SBE) State Bilingual Education | |
### District Improvement Plan 2019-2020

**Timeline** | **Initiatives / Strategies/ Activities** | **Resources** | **Person Responsible** | **Expected Outcomes** | **Evaluation**
--- | --- | --- | --- | --- | ---
Aug. - May 2019-2020 | **GIFTED AND TALENTED POPULATION:**
**INITIATIVE 1:** Ensure that appropriate delivery of the instruction to maximize learning for all gifted and talented students within the regular classroom setting in grades K-12.

**S-1** Provide teachers of gifted and talented students with appropriate curriculum designed to meet the needs of the gifted and talented students.

**S-2** Provide an array of learning opportunities that will maximize learning to its fullest potential.

**A-1** Ensure that teachers of the gifted population maintain the appropriate number of clock hours to meet the state requirements in GT setting.

**A-2** Utilize a variety of grouping strategies so that these students will have opportunities to work independently and as a group.

**A-3** Provide opportunities for UIL participation and extracurricular activities.

**A-4** Utilize the Texas Performance Standards Project (TPSP) to enhance differentiation of instruction and deepen the academic learning for gifted/talented (GT) students from K-12.

<table>
<thead>
<tr>
<th></th>
<th>Director for Advanced Academics Executive Dir. for Academics TPSP Online Resource</th>
<th>Principal Asst. Principal Teachers</th>
<th>GT Students</th>
<th>Ensure maximized performance for all GT Students 100% pass rate in all test areas</th>
<th>STAAR/EOC/AP Data (S) TELPAS (S) District Benchmarks (F/S)</th>
</tr>
</thead>
</table>

#### Funding Source:
- **LOC** Local
- **SCE** State Compensatory Education
- **TIA** Title I, Part A
- **TIM** Title I, Part C- Migrant
- **CTE** State Career & Tech. Education
- **IBF** IDEA-B-Formula (Sp. Ed.)
- **IBP** IDEA-B-Prechool
- **TII** Title II, Part A
- **TIII** Title III LEP
- **CDP** Carl D Perkins- CTE Basic

#### Special Populations Targeted:
- **TFC** 21st CCLC
- **GU** Gear Up
- **SGT** Gifted & Talented
- **SSE** State Special Education
- **SBE** State Bilingual Education
- **HSA** High School Allotment
- **ESL** English as a Second Language
- **BIL** Bilingual
- **AR** At Risk
- **GT** Gifted and Talented
- **ED** Economically Disadvantaged
- **SE** Special Education
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. - May 2019-2020</td>
<td>INITIATIVE 2: Ensure the appropriate delivery of the instruction to maximize learning for all gifted and talented students at a Gifted and Talented Magnet School setting for grades 1-8.</td>
<td>Executive Dir. for Academics</td>
<td>Director for Advanced Academics</td>
<td>GT Students</td>
<td>Ensure maximized performance for all GT students</td>
<td>STAAR/EOC/AP Data (S) TELPAS (S) District Benchmarks (F/S)</td>
</tr>
<tr>
<td></td>
<td>S-1 Provide teachers of gifted and talented students with appropriate curriculum designed to meet the needs of the gifted and talented student.</td>
<td>TPSP Online Resource</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S-2 Provide an array of learning opportunities that will maximize learning to its fullest potential.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-1 Ensure that teachers of the gifted population maintain the appropriate number of clock hours to meet the state requirements in a GT setting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-2 Utilize a variety of grouping strategies so that these students will have opportunities to work independently and as a group.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-3 Provide opportunities for UIL participation &amp; extracurricular activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-4 Initiate the 7E Model of Instr. in TPSP Tasks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-5 Create/Design Independent Products for G/T Students to showcase at EOY (End of Year) G/T Exposition Parent Night.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-7 Qualifying G/T Students participate in above-grade level testing opportunities for possible participation in state recognition ceremony.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Funding Source:**
- (LOC) Local
- (SCE) State Compensatory Education
- (TIA) Title I, Part A
- (TIM) Title I, Part C- Migrant
- (CTE) State Career & Tech. Education
- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B-Preschool
- (TII) Title II, Part A
- (TIII) Title III-LEP
- (CDP) Carl D Perkins- CTE Basic
- (TFC) 21st CCLC
- (GU) Gear Up
- (SGT) Gifted & Talented
- (SSE) State Special Education
- (SBE) State Bilingual Education
- (HSA) High School Allotment

**Special Populations Targeted:**
- (ESL) English as a Second Language
- (AR) At Risk
- (GT) Gifted and Talented
- (ED) Economically Disadvantaged
- (SE) Special Education
### District Goal 1: Academic Excellence

Implement a rigorous, integrated, technological, and comprehensive curricula for Pre-K to Post-secondary.

#### Annual Campus Performance Objective 4: RGCCISD will implement student support services that address social, emotional, and educational needs in order to be model students by the end of 12th grade.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. - May 2019-2020</td>
<td><strong>INITIATIVE 1: RGCCISD will provide the Texas District Guidance Content in a systematic way to all students.</strong>&lt;br&gt;<strong>S-1 The guidance and counseling program will focus on awareness, skill development, and application of skills needed in everyday life.</strong>&lt;br&gt;• Self-confidence Development&lt;br&gt;• Motivation to Achieve&lt;br&gt;• Decision Making, Goal Setting, Planning and Problem-Solving&lt;br&gt;• Communication Skills&lt;br&gt;• Character Education&lt;br&gt;• Social Emotional Learning&lt;br&gt;<strong>A-1 After School Counseling</strong>&lt;br&gt;<strong>A-2 Safety Ambassador Program (High Schools)</strong>&lt;br&gt;<strong>S-2 The counselor will focus on prevention and intervention strategies to ensure the development of the whole child.</strong>&lt;br&gt;<strong>A-1 Provide lessons to address the following areas:</strong>&lt;br&gt;• Academic Concerns&lt;br&gt;• Absences/Truancy&lt;br&gt;• Misbehavior/School Avoidance&lt;br&gt;• Relationship Concerns&lt;br&gt;• Grief/Loss/Death&lt;br&gt;• Substance Abuse Prevention &amp; Intervention&lt;br&gt;• Family/Child Abuse&lt;br&gt;• Anti-Bullying/Cyberbullying&lt;br&gt;• Suicide Prevention&lt;br&gt;• Mental Health Awareness</td>
<td>Director for Guidance and Counseling&lt;br&gt;Contracted Serv. Region One ESC&lt;br&gt;TEA Guidelines&lt;br&gt;Anti-Bullying Handbook&lt;br&gt;Substance and Alcohol Abuse&lt;br&gt;Counselor/Prevention&lt;br&gt;After school Counseling&lt;br&gt;Title IV--$30,394.00 (289)</td>
<td>Principal&lt;br&gt;Counselor&lt;br&gt;Teachers&lt;br&gt;Paraprofessionals</td>
<td>All Populations</td>
<td>Address the individual needs of students&lt;br&gt;Improve a child’s self-concept and development</td>
<td>Assess the PEIMS data reports to ensure a decreased number of referrals relevant to discipline or violation of school rules.</td>
</tr>
</tbody>
</table>

#### Funding Source:

- **LOC** Local
- **SCE** State Compensatory Education
- **TIM** Title I, Part C - Migrant
- **CTE** State Career & Tech. Education

#### **Special Populations Targeted**

- **SFC** 21st CCLC
- **SFC** English as a Second Language
- **SFC** Bilingual
- **SFC** Gifted and Talented
- **SFC** At Risk
- **SFC** Special Education

**Person Responsible:**

- **TFC** 21st CCLC
- **GU** Gear Up
- **SSE** State Special Education
- **SBE** State Bilingual Education
- **HSA** High School Allotment

**Resources:**

- **IBF** IDEA-B-Formula (Sp. Ed.)
- **IBP** IDEA-B-Preschool
- **TII** Title II, Part A
- **TIII** Title III-LEP
- **CDP** Carl D Perkins- CTE Basic
## RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
### DISTRICT IMPROVEMENT PLAN
#### 2019-2020

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
A-3 Plan and schedule one-to-one counseling sessions with students.  
A-4 Provide crisis intervention and individual counseling for students identified with substance abuse issues.  
A-5 Provide prevention awareness for the At-Risk Population (K-12). | Substance and Alcohol Abuse Counselor/ Prevention Intervention Specialist Rainbow Days Curriculum | Principal Counselor Teachers Paraprofessionals | All Populations | Improve a child’s self-concept and development | Counselor’s daily log Monthly calendar of activities Counselor activity Power School log entries (F) |
| Aug. - May 2019-2020 | INITIATIVE 2: RGCCISD will implement the four major components of the Texas Guidance Program. The components consist of the following:  
- Guidance Curriculum  
- Responsive Services  
- Individual Planning  
- System Support | Director for Guidance and Counseling Region One ESC TEA Guidelines District | Principal Counselor Teachers | All Populations | Improved self-concept and whole development | PEIMS data Counselors’ daily log Monthly calendar of activities Counselor activity Power School log entries (F) |
| Aug. - May 2019-2020 | INITIATIVE 3: RGCCISD will include programs and staff support activities and services in guidance and counseling program.  
S-1 The guidance and counseling department will focus on the program delivery and support in the following areas:  
- Guidance Program Development  
- School Improvement Planning  
- Professional Development for Counselors  
- Community Outreach/Public Relations | Director for Guidance and Counseling Region One ESC TEA Guidelines District $50,400-- Title IV (289) | Principal Counselor Teachers | All Populations | To ensure appropriate counseling services are provided | PEIMS data Counselors’ daily log Monthly calendar of activities Counselor activity Power School log entries (F) |

*Funding Source:
- **Funding Source:**
- (LOC) Local (IBF) IDEA-B-Formula (Sp. Ed.) (TFC) 21st CCLC (ESL) English as a Second Language (ED) Economically Disadvantaged Special Education
- (SCE) State Compensatory Education (IBP) IDEA-B-Preschool (GU) Gear Up (BIL) Bilingual
- (TIM) Title I, Part C- Migrant (TII) Title II, Part A (SSE) State Special Education (AR) At Risk
- (CTE) State Career & Tech. Education (CDP) Carl D Perkins- CTE Basic (SBG) State Bilingual Education (GT) Gifted and Talented

**Special Populations Targeted**
- **Special Populations Targeted:**
- (TIA) Title I, Part A (SGT) Gifted & Talented
- (TII) Title II, Part A (SBE) State Bilingual Education
- (TIII) Title III-LEP (HSA) High School Allotment
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug - May 2019-2020</td>
<td>INITIATIVE 4: RGCCISD will provide opportunities for individual planning by assisting students in monitoring understanding their own development.</td>
<td>Director for Guidance and Counseling Region One ESC TEA Guidelines District</td>
<td>Principal Counselor Teachers</td>
<td>All Populations</td>
<td>Address the students’ own particular needs</td>
<td>Counselor’s daily log Monthly calendar of activities Counselor activity Power School log entries (F)</td>
</tr>
<tr>
<td>S-1 The guidance and counseling program will focus on educational student planning and goal setting in the following areas:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Acquisition of Study Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Life-Long Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Career Workforce Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Post-Secondary Education Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- College and Career Military Readiness Standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-2 The guidance and counseling program will focus on personal-social planning and goal setting in the following areas:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Development of healthy self-concepts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Mental Health Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Random Acts of Kindness Curriculum (All Elementary Campuses)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| (LOC) Local (SCE) State Compensatory Education (TIA) Title I, Part A (TIM) Title I, Part C- Migrant (CTE) State Career & Tech. Education | (IBF) IDEA-B-Formula (Sp. Ed.) (IBP) IDEA-B-Preschool (TII) Title II, Part A (TIII) Title III-LEP (CDP) Carl D Perkins- CTE Basic | (TFC) 21st CCLC (GU) Gear Up (SGT) Gifted & Talented (SSE) State Special Education (SBE) State Bilingual Education (HSA) High School Allotment | (TFC) 21st CCLC (GU) Gear Up (SGT) Gifted & Talented (SSE) State Special Education (SBE) State Bilingual Education (HSA) High School Allotment | (ESL) English as a Second Language (BIL) Bilingual (AR) At Risk (GT) Gifted and Talented | (ED) Economically Disadvantaged (SE) Special Education | (F) (F) (F) (F) (F) (F) (F) (F) **Special Populations Targeted

**Funding Source:**

<table>
<thead>
<tr>
<th>Source</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(LOC) Local</td>
<td>IDEA-B-Formula (Sp. Ed.)</td>
</tr>
<tr>
<td>(SCE) State Compensatory Education</td>
<td>IDEA-B-Preschool</td>
</tr>
<tr>
<td>(TIA) Title I, Part A</td>
<td>Title II, Part A</td>
</tr>
<tr>
<td>(TIM) Title I, Part C- Migrant</td>
<td>Title III-LEP</td>
</tr>
<tr>
<td>(CTE) State Career &amp; Tech. Education</td>
<td>Carl D Perkins- CTE Basic</td>
</tr>
<tr>
<td>Timeline</td>
<td>Initiatives / Strategies/ Activities</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Aug. - May 2019-2020 | **INITIATIVE 5**: The counselor will continuously support a comprehensive plan of developmental guidance. The counselor will conduct lessons on:  
S-1 ...social skills and character building,  
S-2 ...goal setting and problem-solving,  
S-3 ...conflict resolution and team building skills,  
S-4 ...crisis prevention and intervention strategies that address immediate needs of students and staff.  
S-5 ...communication skills.                                                                                                                                                                                                                     | Director for Guidance and Counseling Region One ESC  
TEA Guidelines                                                              | Principal Counselor                                                        | All Populations                                | Improve a child’s responses and coping abilities during special crisis or events in his/her life | PEIMS data  
Counselor’s daily log  
Monthly calendar of activities  
Counselor activity logs  
PowerSchool log entries (F)                                                                                             |
| Aug. - May 2019-2020 | **INITIATIVE 6**: The counselor, along with campus staff and administration, will continuously support a comprehensive plan of transition from PK3 to Kinder, from elementary to middle school, from middle school to high school, and from high school to college.  
S-1 Provide orientation for all students transitioning from one level to another by doing the following:  
• Conduct informational (orientation) meetings for parents and students  
• Schedule campus visits so students can take a tour of their new campus at the elementary, middle or high school level.  
• Provide opportunities for students to attend College Fairs and to visit colleges and universities.                                                                                                                                                   | Director for Guidance and Counseling Region One ESC  
TEA Guidelines                                                              | Principal Asst. Principals  
Deans  
Counselors  
Teachers                                                                  | All Populations                                | Improve a child’s transition from one educational setting to another                                                                                                                           | Counselor activity logs  
Monthly calendar of activity  
Agendas of orientations at all levels  
Documented information of Career Days, College Fairs and visits to Colleges and Universities (F)                                                                                          |

**Funding Source:**

<table>
<thead>
<tr>
<th>(LOC) Local</th>
<th>(IBF) IDEA-B-Formula (Sp. Ed.)</th>
<th>(TFC) 21st CCLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SCE) State Compensatory Education</td>
<td>(IBP) IDEA-B-Preschool</td>
<td>(GUI) Gear Up</td>
</tr>
<tr>
<td>(TIA) Title I, Part A</td>
<td>(TII) Title II, Part A</td>
<td>(SGT) Gifted &amp; Talented</td>
</tr>
<tr>
<td>(TIM) Title I, Part C- Migrant</td>
<td>(TIII) Title III-LEP</td>
<td>(SSE) State Special Education</td>
</tr>
<tr>
<td>(CTE) State Career &amp; Tech. Education</td>
<td>(CDP) Carl D Perkins- CTE Basic</td>
<td>(SBE) State Bilingual Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(HSA) High School Allotment</td>
</tr>
</tbody>
</table>

**Special Populations Targeted**

<table>
<thead>
<tr>
<th>(ESL) English as a Second Language</th>
<th>(ED) Economically Disadvantaged Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BIL) Bilingual</td>
<td>(AR) At Risk</td>
</tr>
<tr>
<td>(GT) Gifted and Talented</td>
<td></td>
</tr>
<tr>
<td>Timeline</td>
<td>Initiatives / Strategies/ Activities</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Aug. - May 2019-2020</td>
<td>INITIATIVE 7: The counselor will continuously support the district’s comprehensive plan of academic guidance.</td>
</tr>
<tr>
<td></td>
<td>S-1 The counselor will conduct interviews with students on career goals and academic courses of action</td>
</tr>
<tr>
<td></td>
<td>A-1 Meet with individual students for academic graduation planning</td>
</tr>
<tr>
<td></td>
<td>A-2 Facilitate changes to coursework and schedules accordingly</td>
</tr>
<tr>
<td></td>
<td>A-3 Monitor students’ academic successes</td>
</tr>
<tr>
<td></td>
<td>S-2 The counselor will provide current information on student academic progress to attaining graduation plans.</td>
</tr>
<tr>
<td></td>
<td>A-1 Provide information to students of changes and/or progress to attainment of academic plan.</td>
</tr>
<tr>
<td></td>
<td>A-2 Provide information to parents of changes and/or progress to attainment of academic plan.</td>
</tr>
<tr>
<td></td>
<td>A-3 Provide opportunities for student participation in Career Days to explore career options</td>
</tr>
<tr>
<td></td>
<td>A-4 Provide opportunities for students to attend College Fairs to establish a network with college/university recruiters</td>
</tr>
<tr>
<td>Fall and Spring</td>
<td>INITIATIVE 8: The counselor will continuously monitor the identified McKinney Vento Homeless and Foster Care Students throughout the school year to ensure good attendance, academics, and social emotional success.</td>
</tr>
</tbody>
</table>

*Funding Source:*
- LOC: Local
- SCE: State Compensatory Education
- TIA: Title I, Part A
- TIM: Title I, Part C- Migrant
- CTE: State Career & Tech. Education
- IBF: IDEA-B-Formula (Sp. Ed.)
- IBP: IDEA-B-PreSchool
- III: Title III-LEP
- CDP: Carl D Perkins- CTE Basic
- TFC: 21st CCLC
- GU: Gear Up
- SGT: Gifted & Talented
- SSE: State Special Education
- SBE: State Bilingual Education
- HSA: High School Allotment

**Special Populations Targeted:***
- LOC
- SCE
- TIM
- CTE
- IBF
- IBP
- III
- CDP
- TFC
- GU
- SGT
- SSE
- SBE
- HSA
- 21st CCLC
- Gear Up
- Gifted & Talented
- State Special Education
- State Bilingual Education
- High School Allotment
- English as a Second Language
- Bilingual
- Gifted and Talented
- Economically Disadvantaged
- Special Education
## District GOAL 1: ACADEMIC EXCELLENCE

Implement a rigorous, integrated, technological, and comprehensive curricula for Pre-K to Post-secondary.

### Annual Campus Performance Objective 5: RGCCISD will plan and develop the integration of technology into the classroom by providing staff members with quality training and all available resources.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug.- May 2019-2020</td>
<td>INITIATIVE 1: RGCCISD will integrate the state mandated Technology Applications TEKS into the Content Area TEKS in grades K-12.</td>
<td>Region One ESC Dir. of Tech. Tech Supervisor Technology Integration Coordinator</td>
<td>Principal Assist. Principals Teachers Technology Contact Person</td>
<td>All Populations</td>
<td>Increase Tech. Skills</td>
<td>Needs Assessment survey (S) Library daily logs (F) Tech. contact of activity log (F) PO's (S) Computer Lab schedules (F)</td>
</tr>
<tr>
<td></td>
<td>S-1 Complete a needs assessment to ensure that all classrooms have appropriate number of technology resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-1 Assign contact person responsible of retrieving results.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-2 Utilize the needs assessment for future planning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S-2 Ensure access to library and labs as additional resources for technology use.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-1 Develop a schedule for open periods so teachers can work on class or staff projects/modules.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S-3 Do class monitoring to ensure technology is being utilized daily on delivery of instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S-4 Ensure that teachers have set schedules so that all students have equal access to computer time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Funding Source:
- LOC: Local
- SCE: State Compensatory Education
- TIA: Title I, Part A
- TIM: Title I, Part C- Migrant
- CTE: State Career & Tech. Education
- IBF: IDEA-B-Formula (Sp. Ed.)
- IBP: IDEA-B-Preschool
- TII: Title II, Part A
- TIM: Title III-LEP
- CDP: Carl D Perkins- CTE Basic
- TFC: 21st CCLC
- GU: Gear Up
- SGT: Gifted & Talented
- SSE: State Special Education
- SBE: State Bilingual Education
- HSA: High School Allotment
- ESL: English as a Second Language
- BIL: Bilingual
- AR: At Risk
- GT: Gifted and Talented
- ED: Economically Disadvantaged
- SE: Special Education
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug - May 2019-2020</td>
<td>INITIATIVE 2: RGCCISD will provide a two-way communication through selected contact persons to serve as support to all staff. S-1 Campuses will select a staff member and assign them the responsibilities as the technology contact person. A-1 Allow contact person to meet at least once per week with teacher to ensure that all equipment is being utilized effectively. A-2 Provide opportunities for contact person to attend technology trainings to share with staff A-3 Have contact person design and publish campus Web page. S-2 Campuses will complete an end-of-year needs assessment to upgrade technology resources.</td>
<td>Region One ESC Dir. of Tech Tech. Supervisor Technology Integration Coordinator $50,158—Title IV (289)</td>
<td>Principal Assist. Principal Teachers Technology Contact Person</td>
<td>All Populations</td>
<td>Provide Support to campuses and staff</td>
<td>Funding salary surveys (S) Contact log of activities (F)</td>
</tr>
</tbody>
</table>

*Funding Source:
- (LOC) Local
- (SCE) State Compensatory Education
- (TIA) Title I, Part A
- (TIM) Title I, Part C- Migrant
- (CTE) State Career & Tech. Education
- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B-Preschool
- (TII) Title II, Part A
- (TIII) Title III-LEP
- (CDP) Carl D Perkins- CTE Basic
- (TFC) 21st CCLC
- (GU) Gear Up
- (SGT) Gifted & Talented
- (SSE) State Special Education
- (SBE) State Bilingual Education
- (HSA) High School Allotment
- (ESL) English as a Second Language
- (AR) At Risk
- (GT) Gifted and Talented
- (ED) Economically Disadvantaged
- (SE) Special Education

**Special Populations Targeted
# RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
## DISTRICT IMPROVEMENT PLAN
### 2019-2020

### Funding Source:
- **LOC**: Local
- **SCE**: State Compensatory Education
- **TIM**: Title I, Part C - Migrant
- **CTE**: State Career & Tech. Education
- **IBF**: IDEA-B-Formula (Sp. Ed.)
- **IBP**: IDEA-B-PreSchool
- **TII**: Title II, Part A
- **TIII**: Title II-LEP
- **CDP**: Carl D Perkins- CTE Basic
- **TFC**: 21st CCLC
- **GU**: Gear Up
- **SGT**: Gifted & Talented
- **SSE**: State Special Education
- **SBE**: State Bilingual Education
- **HSA**: High School Allotment
- **ESL**: English as a Second Language
- **BIL**: Bilingual
- **AR**: At Risk
- **GT**: Gifted and Talented
- **ED**: Economically Disadvantaged
- **SE**: Special Education

### Special Populations Targeted:
- All Populations

### Timeline
- **Aug - May 2019-2020**

| INITIATIVE 3: RGCCISD will provide access to staff and students to the best available electronic information resources in the classrooms, library and other appropriate sites. |
|--------------------------|---------------------------------|--------------------------|--------------------------|--------------------------|
| **S-1** Provide equitable access to all technology | **A-1** Place all computers and equipment for accessibility by all students and staff. | **S-2** Provide parents and other community members access to the infrastructure for educational purposes. | **S-3** Expand community access to school information through the use of technology. | **A-1** Maintain an internet web-site which provides general campus information to parents and the community. |
| **A-2** Include adaptive/assistive devices and furniture in technology purchases as appropriate according to students’ IEPs. | |

### Timeline
- **Aug - May 2019 -2020**

| INITIATIVE 4: RGCCISD administration and teachers will monitor student progress and plan instruction accordingly. |
|--------------------------|---------------------------------|--------------------------|--------------------------|--------------------------|
| **S-1** Generate and share reports to discuss students’ progress. | **A-1** Course Performance | **S-2** Utilize grade level and department planning to discuss special restructuring to improve student performance. | **A-2** Student Levels/Gains and Times | **A-3** Course Reports (Weak Strands) **A-4** Skills Grouping Reports **A-5** Class Summary Reports |
| **A-1** Maintain an internet web-site providing general campus information to parents and the community. | **A-2** Generate and share reports to discuss students’ progress. | **S-2** Utilize grade level and department planning to discuss special restructuring to improve student performance. | **A-3** Course Reports (Weak Strands) **A-4** Skills Grouping Reports **A-5** Class Summary Reports |

### Resources*
- Region One ESC
- Dir of Tech
- Tech Supervisor
- District Support Staff
- Technology Integration Coordinator
- District Webpage
- $17,000—Gen. (199)
- District Facebook
- School Messenger
- $19,000—Gen. (199)
- TANGO: $195,120—SCE (199)
- Region One ESC
- Dir of Tech
- Tech Supervisor
- Technology Integration Coordinator
- Principal
- Asst. Principal
- Teachers
- Technology Contact Person

### Person Responsible
- Principal
- Asst. Principal
- Teachers
- Technology Contact Person

### Expected Outcomes
- Increase teaching performance
- Increase student achievement and teaching performance

### Evaluation
- **Formative/Summative**
- E-mail Internet service report (F) Technology reports (F)
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation Formative/Summative</th>
</tr>
</thead>
</table>
| Aug - May 2019-2020 | INITIATIVE 5: RGCCISD will integrate technology into the classroom instruction  
S-1 Utilize the resources to incorporate and enhance the use of internet into daily instruction.  
A-1 Provide training to staff to ensure students have opportunities to utilize the internet for class projects  
A-2 Utilize the on-line library resources  
A-3 Facilitate Bring Your Own Device program (with parental consent) for the students to use internet for instructional needs (Magnet School students and other piloting campuses)  
S-2 Allow teachers to participate in trainings to develop class modules for effective instruction. | Region One ESC  
Dir. of Tech.  
Tech Supervisor  
District Support  
Staff  
Technology Integration  
Coordinator  
Federal Programs  
Director  
Director of Student Information Systems | Principal  
Asst. Principals  
Teachers  
Technology Contact Person | All Populations | Increase student achievement and teaching performance | Lesson Plans  
Lesson Products (i.e. PowerPoints, etc.) (F)  
Observations (S)  
STAAR/EOC data (S) |

*Funding Source:  
(LOC) Local  
(SCE) State Compensatory Education  
(TIA) Title I, Part A  
(TIM) Title I, Part C- Migrant  
(CTE) State Career & Tech. Education  
(IBF) IDEA-B-Formula (Sp. Ed.)  
(IBP) IDEA-B-Preschool  
(TII) Title II, Part A  
(TIII) Title III-LEP  
(CDP) Carl D Perkins- CTE Basic  
(TFC) 21st CCLC  
(GU) Gear Up  
(SGT) Gifted & Talented  
(SSE) State Special Education  
(SBE) State Bilingual Education  
(HSA) High School Allotment  
(TIM) Title I, Part A  
(SE) Economically Disadvantaged Special Education  
(BIL) Bilingual  
(AR) At Risk  
(GT) Gifted and Talented  
(ESL) English as a Second Language  
(ED) Educationally Disadvantaged  
(SE) Special Education
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation Formative/Summative</th>
</tr>
</thead>
</table>
| Aug - May 2019 - 2020 | S-4 Provide opportunity to attend workshops on:  
  - Computer Basics  
  - Management Tools  
  - Presentation Software  
  - Internet Use/E-Mail/Web Page/Google | Technology Integration Coordinator  
  Migrant Coordinator & Staff  
  Region One ESC | Dir. of Technology  
  Migrant Coordinator  
  NGS Staff | All Populations | Improve Communication | Internet service reports (F) |
| S-5 Continue to use the New Generation System to input migrant information | Region One ESC  
  Time Warner  
  Dir. of Technology  
  Tech. Supervisor  
  Technology Integration Coordinator  
  District Webpage  
  School Messenger  
  District Facebook Page | Dir. of Technology | All Populations | Improve Communication | Internet service reports (F) |
| Aug - May 2019 - 2020 | INITIATIVE 7: Expand school access to district information through technology. |                                            |                          |                          |                          |                                |
| S-1 Maintain Internet sites which provide general district information for staff, parents, and community. |                                            |                          |                          |                          |                          |                                |

**Funding Source:**
- LOC: Local
- SCE: State Compensatory Education
- TIA: Title I, Part A
- TIM: Title I, Part C- Migrant
- CTE: State Career & Tech. Education
- IBF: IDEA-B-Formula (Sp. Ed.)
- IBP: IDEA-B-Preschool
- TII: Title II, Part A
- TIII: Title III-LEP
- CDP: Carl D Perkins- CTE Basic

**Special Populations Targeted:**
- 21st CCLC
- Gear Up
- Gifted & Talented
- State Special Education
- State Bilingual Education
- High School Allotment
- English as a Second Language
- Bilingual
- At Risk
- Gifted and Talented
- Economically Disadvantaged
- Special Education
**District GOAL 1: ACADEMIC EXCELLENCE:** Implement a rigorous, integrated, technological, and comprehensive curricula for Pre-K to Post-secondary.

**Annual Campus Performance Objective 6:** RGCCISD will provide support in the social/educational requisites of all students and increase attendance rate by 1%.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. - May 2019-2020</td>
<td>INITIATIVE 1: RGCCISD administration, faculty, and ancillary personnel will address absences, truancy, and mandatory requisites for compulsory attendance.</td>
<td>Director for Support Services PEIMS Services District Attendance Administrators/Officer $40,000—SCE (199)</td>
<td>Director for Support Services Truancy Officer Principals Asst. Principals Teachers PEIMS Clerks</td>
<td>All Populations</td>
<td>Increase annual attendance of 1%</td>
<td>Weekly Reports Six Weeks Reports 3rd, 6th, and 9th Unexcused Student Absence Reports Annual Attendance Rate (S)</td>
</tr>
<tr>
<td>S-1</td>
<td>Generate and share reports to monitor students’ progress. A-1 Attendance A-2 Class Summary reports A-3 Campus Reports A-4 District Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-2</td>
<td>Conduct District Leader/Campus Leader meetings each semester to collaboratively plan and execute campus-specific activities and incentives to generate increased attendance and school participation. A-1 Provide monetary incentives to schools with highest attendance averages or most improvement from last school year A-2 Award certificates for schools earning 1st, 2nd, and 3rd Places for highest attendance averages every 6 wks A-3 Recognize schools with the best attendance on district web-page.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-3</td>
<td>Monitor attendance, truancy hearings, and alternative educational setting placements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-4</td>
<td>Conduct educational meetings with parents on the issue of compulsory attendance and the impact on academic progress.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Funding Source:**
- (LOC) Local
- (SCE) State Compensatory Education
- (TIA) Title I, Part A
- (TIM) Title I, Part C- Migrant
- (CTE) State Career & Tech. Education
- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B-PreSchool
- (TII) Title II, Part A
- (TIII) Title III-LEP
- (CDP) Carl D Perkins- CTE Basic

**Special Populations Targeted**
- (TFC) 21st CCLC
- (TFR) 21st CCLC
- (SSE) State Special Education
- (SBE) State Bilingual Education
- (HSA) High School Allotment
- (FEC) F2C
- (GEC) G2C
- (EC) E2C
- (BIL) Bilingual
- (AR) At Risk
- (GT) Gifted and Talented

**Expected Outcomes**
- Increase annual attendance of 1%

**Evaluation**
- Formative/Summative
District GOAL 2: LEARNING ENVIRONMENT: Provide school facilities that are conducive to a safe and orderly environment.

Annual District Performance Objective 1: RGCCISD will implement a comprehensive Standard Response Protocol Plan to ensure an environment that will enhance student learning through the cooperation of all stake holders.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| Aug - May 2019-2020 | INITIATIVE 1: RGCCISD will conduct a comprehensive study of our campus facilities to ensure an appropriate learning environment. **S-1** Analyze the safety features of our current facilities to ensure compliance to safety codes. **A-1** Implement appropriate fire drill procedures  
  - Fire drill routes will be revised  
  - Ensure that each hallway has a fire-extinguisher  
  - Check for lighted exit signs  
  - Fire drills will be conducted at least one per month | Dir. of Maintenance Fire Marshall Administrator of Student Services | Principal Asst. Principals Counselor Teacher | All Populations | A learning environment free from drug and safety violations | Assessment surveys and facility studies Composition with all Federal & ADA Guidelines |

**Funding Source:**
- (LOC) Local
- (SCE) State Compensatory Education
- (TIA) Title I, Part A
- (TIM) Title I, Part C- Migrant
- (CTE) State Career & Tech. Education
- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B-Preschool
- (TII) Title II, Part A
- (TIII) Title III-LEP
- (CDP) Carl D Perkins- CTE Basic
- (TFC) 21st CCLC
- (GU) Gear Up
- (SGT) Gifted & Talented
- (SSE) State Special Education
- (ESL) English as a Second Language
- (BIL) Bilingual
- (AR) At Risk
- (GT) Gifted and Talented

**Special Populations Targeted**
- (SE) Economically Disadvantaged
- (ED) Special Education
**District GOAL 2: LEARNING ENVIRONMENT:** Provide school facilities that are conducive to a safe, healthy, and orderly environment.

**Annual District Performance Objective 2:** RGCCISD will implement a comprehensive health and safety plan to ensure that 100% of our students attend school in a safe, drug-free environment.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug - May 2019-2020</td>
<td><strong>INITIATIVE 1: RGCCISD will study and restructure current discipline practices to ensure the safety of all students.</strong>&lt;br&gt;S-1 Implement campus and district policies, procedures, and practices to ensure student safety on a daily basis.  A-1 Ensure that all parents have access to a copy of the Student Code of Conduct and the Parent/Student Handbook in their appropriate language of understanding.  A-2 Provide a workshop to parents on campus/district expectations relevant to students’ behavior.  &lt;br&gt;S-2 Train staff on behavior management as a consistent practice of addressing student behavior.  A-1 Ensure consistent implementation of behavior management protocol by all staff  A-2 Post discipline charts to assess effectiveness of model periodically through surveys.  A-3 Continue implementing Positive Behavior Interventions System (PBIS) for participating schools.  A-4 Review strategies to reduce the overuse of discipline practices that remove students from the classroom.</td>
<td>Administrator of Student Services  Principals  Asst. Principals  SEAS/DEAP Center  $15,000—SCE (199)</td>
<td>Truancy Officers  Principals  Asst. Principals  Counselors  Teachers</td>
<td>All Populations</td>
<td>Reduction of student behavior reports</td>
<td>PEIMS Discipline data reports  Monthly logs from Discipline Committee  Schedule and agendas of teacher trainings on Behavior Management</td>
</tr>
</tbody>
</table>

**Funding Source:**

- (LOC) Local
- (SCE) State Compensatory Education
- (TIA) Title I, Part A
- (TII) Title II, Part A
- (TIII) Title III-LEP
- (CTE) State Career & Tech. Education
- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B-Preschool
- (GU) Gifted & Talented
- (SGT) Gifted & Talented
- (SSE) State Special Education
- (BIL) Bilingual
- (AR) At Risk
- (SBE) State Bilingual Education
- (HSA) High School Allotment
- (ED) Economically Disadvantaged
- (SE) Special Education

**Special Populations Targeted**

- (ESL) English as a Second Language
- (GT) Gifted and Talented

---
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Populations</th>
<th>Expected Outcomes</th>
<th>Evaluation Formative/Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug.-May 2019-2020</td>
<td><strong>S-3 Establish the incentive(s) to recognize students with good behavior.</strong>&lt;br&gt; A-1 Train staff with system to track and monitor daily student behavior.&lt;br&gt; A-2 Inform students of the expected behaviors and/or consequences for inappropriate actions.&lt;br&gt; A-3 Align this activity to rules identified in the behavioral management plan in place.&lt;br&gt; A-4 Post the Behavioral Charts so that it is visible to students, especially for campuses implementing PBIS.</td>
<td>Administrator of Student Services Principals Asst. Principals Counselors PEIMS Clerk</td>
<td>Principals Asst. Principals Counselors Teachers</td>
<td>All Populations</td>
<td>A learning environment free from drug and safety violations</td>
<td>Assess Weekly Student Discipline Reports</td>
</tr>
<tr>
<td>Aug - May 2019-2020</td>
<td><strong>INITIATIVE 2: RGCCISD will study the staffing patterns and personnel to ensure a healthy, safe learning environment.</strong>&lt;br&gt; <strong>S-1 Adhere to all specific duties and responsibilities as noted in the District Employee Handbook.</strong>&lt;br&gt; A-1 Review employee responsibilities with all the staff.&lt;br&gt; A-2 Identify and assign duty stations.&lt;br&gt; A-3 Closely monitor duty practices&lt;br&gt; A-4 Ensure playgrounds and common areas are supervised.&lt;br&gt; <strong>S-2 Assess needs for additional security measures.</strong>&lt;br&gt; A-1 Assign committee to study needs for security&lt;br&gt; A-2 Provide findings to Chief of Police Security Officers&lt;br&gt; A-3 Assign Officers to areas in greatest need of supervision, particularly at each secondary campus.&lt;br&gt; A-4 Officers conduct assemblies to educate students on anti-bullying measures and consequences for bullying behavior.&lt;br&gt; A-5 Officers educate students on the meaning of cyber-crimes and its legal consequences.</td>
<td>Administrator of Student Services Maintenance Director Chief of Police Security Officers</td>
<td>Principals Asst. Principals Counselors Teachers</td>
<td>All Populations</td>
<td>A learning environment free from drug and safety violations</td>
<td>PEIMS Discipline Data Reports Monthly logs from Discipline Committee Schedule and agendas of teacher trainings on Behavior Management (F)</td>
</tr>
</tbody>
</table>

### Funding Source:

<table>
<thead>
<tr>
<th>(LOC) Local</th>
<th>(IBF) IDEA-B-Formula (Sp. Ed.)</th>
<th>(TFC) 21st CCLC</th>
<th><strong>Special Populations Targeted</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(SCE) State Compensatory Education</td>
<td>(IBP) IDEA-B-Preschool</td>
<td>(GU) Gear Up (ESL) English as a Second Language</td>
<td>(ED) Economically Disadvantaged</td>
</tr>
<tr>
<td>(TIA) Title I, Part A</td>
<td>(TII) Title II, Part A</td>
<td>(SGT) Gifted &amp; Talented (BIL) Bilingual</td>
<td>(SE) Special Education</td>
</tr>
<tr>
<td>(TIM) Title I, Part C- Migrant</td>
<td>(TIII) Title III-LEP</td>
<td>(SSE) State Special Education (AR) At Risk</td>
<td></td>
</tr>
<tr>
<td>(CTE) State Career &amp; Tech. Education</td>
<td>(CDP) Carl D Perkins- CTE Basic</td>
<td>(SBE) State Bilingual Education (GT) Gifted and Talented</td>
<td></td>
</tr>
</tbody>
</table>

### Person Responsible:

| Administrator of Student Services | Principals | Asst. Principals Counselors Teachers | All Populations | A learning environment free from drug and safety violations | Assess Weekly Student Discipline Reports | PEIMS Discipline Data Reports Monthly logs from Discipline Committee Schedule and agendas of teacher trainings on Behavior Management (F) |
## District Improvement Plan
### 2019-2020

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies / Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th><strong>Special Populations</strong></th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug - May 2019-2020</td>
<td>S-3 RGCCISD will utilize Police K-9 drug detector dogs to ensure students attend school in a drug-free environment. S-4 Ensure anti-bullying measures. A-1 Establish educative information on the nature of bullying. A-2 Establish and implement anti-bullying protocol at each campus. A-3 Monitor instances of bullying and enforce consequences as required by established protocol. S-5 Ensure appropriate bus safety A-1 Teachers will review bus safety rules with students. A-2 Teachers will walk students to bus area (as needed) A-3 Provide supervision in the afternoon bus pick-up area. INITIATIVE 3: RGCCISD will utilize an organizational crisis management plan that is productive in reducing crisis. S-1 Review the District’s Crisis Intervention Plan to ensure appropriate actions are implemented. A-1 Provide training to students and staff on effective implementation of Crisis Intervention Plan and Standard Response Protocol (K-12) so they practice and experience what is expected of them during an emergency Lockout Lockdown Shelter Evacuate Hold</td>
<td>Student Services Administrator Chief of Police Security Officers Transportation Director Student Services Administrator Chief of Police Security Officers Transportation Director</td>
<td>Principal Asst. Principal Counselors Teachers Principal Asst. Principal Counselors Teachers</td>
<td>All populations All populations</td>
<td>A learning environment free from drug and safety violations Positive environment responsive to the affective needs of safety and medical concerns</td>
<td>Campus staff duty roster Schedule and agendas of teacher trainings on Assertive Discipline, PBIS, and/or Harry Wong Behavior Management (F) Compliance Reports (F) Sign-In / Agendas Certificates of completion for training (S) Training agenda and Sign-In roster (F) Nurses logs (F) Menus (F) Dining logs (F) Federal Program Reports (S)</td>
</tr>
</tbody>
</table>

### Funding Source:
- (LOC) Local
- (SCE) State Compensatory Education
- (TIM) Title I, Part C - Migrant
- (CTE) State Career & Tech. Education
- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B-Preschool
- (TI) Title II, Part A
- (TII) Title II, Part A
- (TIII) Title III-LEP
- (CDP) Carl D Perkins- CTE Basic
- (ED) 21st CCLC
- (F) Gear Up
- (SGT) Gifted & Talented
- (SSE) State Special Education
- (B) State Bilingual Education
- (TFC) English as a Second Language (ESL)
- (GA) At Risk (AR)
- (SBE) High School Allotment (GT) Gifted and Talented

### **Special Populations Targeted**
- (ESL) English as a Second Language
- (ED) Special Education
- (SE) Special Education
- (AR) At Risk
- (ESL) English as a Second Language
- (G) Gifted and Talented
- (TFC) 21st CCLC
- (F) Gear Up
- (SGT) Gifted & Talented
- (SSE) State Special Education
- (B) State Bilingual Education
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug - May 2019-2020</td>
<td>A-2 Utilize all resources (for ex. District Crisis Intervention Team, Nurse, Counselor, etc.) to effectively implement the crisis intervention plan. S-2 Implement the Standard Response Protocol (SRP/SRM) Toolkit, which offers guidance and resources for incorporating SRP/SRM into a School Safety Plan for critical incident response within individual schools throughout the school district. A-1 Train students, parents, and district personnel, including district police and security officers, on the SRP/SRM to educate them on safety procedures for critical incident response. A-2 Collaborate with all outside first responders (i.e., DPS, Fire Department, City Policy, County Officials, Border Patrol, and Emergency Medical Services (EMS) to train and become familiar with each campus physical plant to expedite emergency response time. S-3 Provide resources for emergency medical care and nutritional needs for students and staff. A-1 Provide nurses and/or nurses’ aides at each campus. A-2 Ensure proper nutrition through District Nutrition Program at regular lunch intervals at each campus. A-3 Train students on Community Emergency Response Team (CERT) Provided by the department of Public Safety. A-4 Train Campus Safety Committees and Police Officers on incident command though FEMA A-5 Provide Active Shooter trainings for Admin. and Teachers. A-6 Provide ongoing active shooter simulation trainings to District Law Enforcement Officers. A-7 Provide police/security officers with equipment (guns, cars, radios, body cams, etc.)</td>
<td>Student Services Administrator Chief of Police Security Officers</td>
<td>Principal Asst. Principal Teacher of Law Enforcement</td>
<td>All populations</td>
<td>Positive environment responsive to the affective needs of safety and medical concerns</td>
<td>Training agenda Sign-In roster (F) Nurses logs(F) Menus (F) Federal Program Reports(S)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Services Administrator</td>
<td>Positive environment responsive to the affective needs of medical and nutritional concerns Certification on Emergency Response Team for students Ensure Safety in an emergency situation Survival skills</td>
<td>Training agenda Sign-In roster (F) Nurses logs(F) Menus (F) Dining logs(F) Federal Program Reports(S)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## INITIATIVE 4: RGCCISD will have more personnel trained on bleeding control measures.

- **S-1** RGCCISD will offer bleeding control training for all nursing staff and police department. Also, RGCCISD will offer training for up to 5 staff members per campus district wide.

  **Timeline:**
  - Aug - May 2019-2020

### Resources*
- Nurse
- $15,764--Title IV (289)

### Person Responsible
- Health Coordinator
- Nurse
- Police Chief

### **Special Population**
- Delegated RGCCISD Personnel

### Expected Outcomes
- Increased number personnel at each camps trained in bleeding control measures

### Evaluation
- List of personnel completing bleeding control training.

## INITIATIVE 5: RGCCISD will reduce barriers and provide opportunities for staff and their families to obtain required vaccines and flu vaccines.

- **S-1** RGCCISD Health Services Department will organize vaccination clinics with TDSHS to ensure staff and their families have the opportunity to obtain required and recommended flu vaccines.

  **Timeline:**
  - Aug - May 2019-2020

### Resources*
- Texas Dept. of State Health Services (TDHS)
- Guidelines Immunizations Nurse

### Person Responsible
- Health Coordinator
- Immunization Nurse
- Principals
- Campus Nurse

### **Special Population**
- All populations

### Expected Outcomes
- Staff & Students will be up to date with required and flu vaccines

### Evaluation
- Audit campus immunization record (F) and (S)

## INITIATIVE 6: RGCCISD will aim to decrease the spread of possible flu throughout the schools.

- **S-1** RGCCISD will distribute information regarding seasonal flu to students and staff via student delivery and special messages posted on social media outlets.

  **Timeline:**
  - Oct - May 2019-2020

### Resources*
- Center for Control Disease (CDC)
- Guidelines TDHS

### Person Responsible
- Health Coordinator
- Principals
- Campus Nurse

### **Special Population**
- All populations

### Expected Outcomes
- Increased student and staff knowledge about seasonal flu and decreased absences due to the flu

### Evaluation
- Student and Staff Attendance Report (F) and (S)

## INITIATIVE 7: RGCCISD will provide all middle school students the opportunity to obtain the Human Papillomavirus (HPV) vaccine, which can help prevent certain cancers.

- **S-1** In coordination with the University of Texas Medical Branch (UTMB), all middle school students above the age of 11 will be offered the HPV vaccine.

  **Timeline:**
  - Aug - May 2019-2020

### Resources*
- UTMB
- TDHS
- Iris Tijerina, MPH

### Person Responsible
- Health Coordinator
- Principals
- Campus Nurse

### **Special Population**
- Students over the age of 11, with parental consent

### Expected Outcomes
- Increased number of M.S. students immunized with HPV vaccine

### Evaluation
- Campus List of students immunized with HPV vaccines (F)

## INITIATIVE 8: RGCCISD will provide exiting 12th grade students the opportunity to obtain their required university/college immunizations before they graduate.

- **S-1** 12th grade students will be offered the Meningococcal vaccine required for admittance to some colleges and universities.

  **Timeline:**
  - Aug - May 2019-2020

### Resources*
- TDSHS

### Person Responsible
- Health Coordinator
- Principals
- Campus Nurse

### **Special Population**
- 12th grade students (Parental consent)

### Expected Outcomes
- Increased # of graduating students having all required vaccines

### Evaluation
- Student Lists who obtained vaccines by TDSHS (S)

---

**Funding Source:**

- (LOC) Local
- (SCE) State Compensatory Education
- (TIA) Title I, Part A
- (CTE) State Career & Tech. Education
- (TII) Title II, Part A
- (TIII) Title II-LEP
- (CDP) Carl D Perkins- CTE Basic

**Special Populations Targeted**

- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B-Preschool
- (TII) Title II-LEP
- (CDP) Carl D Perkins- CTE Basic
- (TFC) 21st CCLC
- (TII) Title II-LEP
- (SBE) State Bilingual Education
- (HSA) High School Allotment

- (TF) 21st CCLC
- (GU) Gear Up
- (SSE) State Special Education
- (SBE) State Bilingual Education
- (HSA) High School Allotment

- (TFC) 21st CCLC
- (TII) Title II-LEP
- (SBE) State Bilingual Education
- (HSA) High School Allotment

**Special Populations Targeted**

- (ESL) English as a Second Language
- (ED) Economically Disadvantaged
- (BIL) Bilingual
- (AR) At Risk
- (GT) Gifted and Talented

- (ED) Economically Disadvantaged
- (SE) Special Education

---

District GOAL 2: LEARNING ENVIRONMENT: Provide school facilities that are conducive to a safe and orderly environment.

Annual District Performance Objective 3: RGCCISD will upgrade its technology resources to be more orderly, accurate and effective in managing the reporting of student information.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug - May 2019-2020</td>
<td><strong>INITIATIVE 1: Upgrade current technology resources to ensure appropriate system of communication.</strong></td>
<td>Director for Technology Department, Principal, Asst. Principal, Public Relations Department, Business Office</td>
<td>TANGO: $195,120—SCE (199)</td>
<td>All Populations</td>
<td>Improved use of Technological Tools</td>
<td>PEIMS Discipline and Attendance data reports (F) Monthly logs from Discipline and Attendance Committees (F) District Web-page (S) District Facebook Page (S) Needs Assessment Surveys (S) PO’s for Purchase Work Orders (F)</td>
</tr>
<tr>
<td></td>
<td>S-1 Computerize information on student data.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-1 Install necessary hardware and software</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-2 Train all staff on effective use of computerized student records</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-3 Provide electronic access to communication of events, board meetings, and school/community relations through webpage and social networking sites</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S-2 Provide training on electronic PO’s, budget amendments, time reports, and computerized work orders to maintain campus needs efficiently.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Aug - May 2019-2020 | **INITIATIVE 2: Provide staff with state-of-the-art facilities and resources.**                      |            |                          |                      |                                                                                    |                                                |
|                    | A-1 Ensure that every grade level has access to smart devices or electronic devices, such as computers, televisions, projectors and document readers. |            |                          |                      |                                                                                    |                                                |
|                    | A-2 Provide teachers with the appropriate hardware and software to utilize the internet for educational practices. |            |                          |                      |                                                                                    |                                                |
**District GOAL 3: QUALITY PERSONNEL: Attract, retain, and develop qualified and effective personnel.**

Annual District Performance Objective 1: The District will recruit, train, and retain the best qualified staff to ensure optimal performance for the Spring 2019 STAAR/EOC administration.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug - May 2019-2020</td>
<td>INITIATIVE 1: The District will recruit qualified and responsible staff for all vacancies</td>
<td>Executive Dir. for Human Resources</td>
<td>Principal SBDM Committee</td>
<td>All Students</td>
<td>Reducing the number of vacancies and hiring the best qualified staff</td>
<td>Ensure all personnel meet state certification requirements (F/S)</td>
</tr>
<tr>
<td></td>
<td>S-1 Inform personnel office of vacancies and ensure that job qualifications are being met.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Employ best qualified staff (F)</td>
</tr>
<tr>
<td></td>
<td>A-1 Ensure that job vacancies for our campus are well advertised.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sign-in logs</td>
</tr>
<tr>
<td></td>
<td>A-2 Advise personnel of new vacancies in our campus by public notice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Reduce # of Vacancies (F)</td>
</tr>
<tr>
<td></td>
<td>S-2 Screen all job applicants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-1 Pre-screen applications to ensure qualified interviews.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-2 Develop and utilize a job questionnaire for the purpose of interviewing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-3 Form a campus-based interviewing committee which may include student input.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-4 Collaborate with the SBDM committee on possible candidate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-5 Follow up all recommendations references to ensure best possible candidate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S-3 Participate at Job Fairs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-1 Attend job fairs to recruit possible candidates for available district vacancies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Funding Source:**

- (LOC) Local
- (SCE) State Compensatory Education
- (TIA) Title I, Part A
- (TIM) Title I, Part C- Migrant
- (CTE) State Career & Tech. Education

**Special Populations Targeted**

- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B-Preschool
- (TII) Title II, Part A
- (TIII) Title II-LEP
- (CDP) Carl D Perkins- CTE Basic

**Resources**

- (TFC) 21st CCLC
- (TFC) English as a Second Language
- (ESL) English as a Second Language
- (ED) Economically Disadvantaged Special Education
- (AR) At Risk
- (BIL) Bilingual
- (SE) Special Education
- (GT) Gifted and Talented
**RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT**  
DISTRICT IMPROVEMENT PLAN  
2019-2020

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug - May 2019-2020</td>
<td><strong>INITIATIVE 2: Implement mentorship program for new teachers.</strong>&lt;br&gt;S-1 Provide all new teachers with a mentor to provide support during 1st year experience.&lt;br&gt;A-1 Identify and assign a mentor to new teachers. Mentors for new teachers in an Alternative Certification Program must be TxBESS (The Texas Beginning Educator Support System) Certified.&lt;br&gt;A-2 Follow the <strong>new teacher mentorship</strong> program recommended procedures.&lt;br&gt;A-3 Meet periodically to ensure that the teachers understand the district and campus operating procedures.</td>
<td>Region One ESC Executive Dir. for Human Resources Hearing Officer for Human Resources</td>
<td>Principal Deans Asst. Prin. Teachers</td>
<td>All Students</td>
<td>Provide appropriate support to new teachers</td>
<td>Observations Retain new teachers Meeting logs (F)</td>
</tr>
<tr>
<td>August 2019</td>
<td><strong>INITIATIVE 3: The District will utilize the Training of Trainers for T-TESS Evaluation System</strong>&lt;br&gt;S-1 Provide update training for all experienced teachers (second year and on)&lt;br&gt;S-2 Ensure that new teachers attend district trainings on T-TESS (Full Day)</td>
<td>Executive Dir. for Human Resources Department of Academics Region One ESC</td>
<td>Principal Asst. Principal</td>
<td>All Students</td>
<td>Properly trained staff</td>
<td>Turnover at the end-of-year (S)</td>
</tr>
</tbody>
</table>

*Funding Source:*
- (LOC) Local
- (SCE) State Compensatory Education
- (TIM) Title I, Part C- Migrant
- (CTE) State Career & Tech. Education
- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B-Preschool
- (TII) Title II, Part A
- (TIII) Title III-LEP
- (CDP) Carl D Perkins- CTE Basic
- (TFC) 21st CCLC
- (TII) Title II, Part A
- (SSE) State Special Education
- (SBE) State Bilingual Education
- (HSA) High School Allotment

**Special Populations Targeted**
- (ESL) English as a Second Language
- (ED) Economically Disadvantaged
- (BIL) Bilingual
- (AR) At Risk
- (GT) Gifted and Talented
**District GOAL 3: QUALITY PERSONNEL: Attract, retain, and develop qualified and effective personnel.**

**Annual District Performance Objective 2: The District will implement a comprehensive professional development program for all teachers and staff to ensure quality education for all students.**

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th><strong>Special Populations</strong></th>
<th>Expected Outcomes</th>
<th>Evaluation Formative/Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug - May 2019-2020</td>
<td><strong>MATH: INITIATIVE 1: Provide opportunities for teachers to attend trainings on effective strategies that are aligned to the TEKS.</strong>&lt;br&gt;S-1 Support trainings for Math, computer-based software programs, and technology trainings for classroom equipment.&lt;br&gt;S-2 Provide Pearson Math program training for K-1 teachers&lt;br&gt;S-3 Ensure that all teachers 2nd–5th continue with Sharon Wells training and 6th–12th teachers participate in Math PLCs.&lt;br&gt;S-4 Provide vertical alignment meetings at the district level.&lt;br&gt;S-5 Provide opportunities for teachers to attend local and state conferences to receive innovative training in strategies &amp; techniques to improve students’ math performance&lt;br&gt;S-6 Ensure all teachers implement the 5E Model.&lt;br&gt;<strong>EARLY CHILDHOOD</strong>&lt;br&gt;INITIATIVE 1: Provide PK3/4 &amp; K teachers opportunities to attend trainings on effective strategies that are aligned to the TX PK3 Guidelines/TEKS and District Early Childhood education program.&lt;br&gt;S-1 Continue training for CPALLS/TANGO/ISIP Progress Monitoring System in PK33/4 and K.&lt;br&gt;S-2 Ensure teachers are trained in the delivery of instruction of the Big Day Program (PK33) and OWL program (PK34).&lt;br&gt;S-3 Dual Language training (Pre-K-2nd).&lt;br&gt;S-4 Ensure teachers are trained in progress monitoring and the implementation of RTI (Response to Intervention).</td>
<td>Department of Academics Region One ESC TEKS Guide</td>
<td>Principal Deans&lt;br&gt;Asst. Principals Teachers</td>
<td>All Students</td>
<td>Increase performance in Math&lt;br&gt;Increase in Teacher proficiency in delivery of instruction</td>
<td>Increase performance STAAR&lt;br&gt;Benchmarks (F/S)&lt;br&gt;T-TESS (F/S)</td>
</tr>
<tr>
<td>Aug - May 2019-2020</td>
<td><strong>DIRECTOR OF ACADEMICS</strong></td>
<td><strong>REGION ONE ESC TEKS GUIDE</strong></td>
<td><strong>DIRECTOR FOR EARLY CHILDHOOD</strong></td>
<td><strong>REGION ONE ESC TEKS GUIDE</strong></td>
<td><strong>TX PRE-K GUIDELINES</strong></td>
<td><strong>All Students</strong></td>
</tr>
</tbody>
</table>

**Funding Source:**

- **LOC**: Local
- **IBF**: IDEA-B-Formula (Sp. Ed.)
- **TFC**: 21st CCLC
- **IBP**: IDEA-B-Preschool
- **GU**: Gear Up
- **ESL**: English as a Second Language
- **SCE**: State Compensatory Education
- **IBP**: IDEA-B-Preschool
- **BIL**: Bilingual
- **TIM**: Title I, Part C- Migrant
- **TII**: Title II, Part A
- **SGT**: Gifted & Talented
- **AR**: At Risk
- **CTE**: State Career & Tech. Education
- **CDP**: Carl D Perkins- CTE Basic
- **SBE**: State Bilingual Education
- **GT**: Gifted and Talented
- **HSA**: High School Allotment
- **SE**: Economically Disadvantaged Special Education

**Special Populations Targeted**

- **LO**
- **IBF**
- **IBP**
- **TII**
- **CDP**
- **SBE**
- **HSA"
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug - May 2019-2020</td>
<td><strong>SCIENCE:</strong>\nINITIATIVE 1: The District will encourage teachers to attend trainings for implementing the science TEKS.\nS-1 Provide training in the Science TEKS, language intervention, and 5E Model\nS-2 Provide training on building Science Units/Labs\nS-3 Provide training through Foundations in Teaching</td>
<td>Dept. of Academics Region One ESC TEKS Guide</td>
<td>Principal Deans Asst. Principals Teachers</td>
<td>All Students</td>
<td>Effective use of Science strategies</td>
<td>Increase student performance on 5th and 8th grade Science STAAR (S) and Benchmarks (F/S)</td>
</tr>
<tr>
<td>Aug - May 2019-2020</td>
<td><strong>SOCIAL STUDIES:</strong>\nINITIATIVE 1: The District will provide teachers with the trainings and resources to utilize effective strategies in the area of social studies.\nS-1 Provide training in the Soc. Studies TEKS, language intervention, and 5E Model\nS-2 Provide training on effective use of researching skills.\nS-3 Provide training through Foundations in Teaching</td>
<td>Dept. of Academics Region One ESC TEKS Guide</td>
<td>Principal Asst. Principals Deans Teachers</td>
<td>All Students</td>
<td>Enhance the Soc. Stud. curriculum Increase in teacher proficiency in delivery of instruction</td>
<td>T-TESS (F/S)</td>
</tr>
<tr>
<td>Aug - May 2019-2020</td>
<td><strong>READING LANGUAGE ARTS:</strong>\nINITIATIVE 1: Provide opportunities for all teachers to attend trainings to acquire knowledge and skills on effective strategies in Reading Lang. Arts K-12th grade.\nS-1 Provide opportunities to attend all District Reading Lang. Arts trainings such as TANGO, RTI, vertical alignment meetings at the district level, 5E Model trainings\nS-2 Promote trainings on latest research-based Reading and Writing - Language Intervention -Istation -RTI -Dual Language -TANGO</td>
<td>Dept. of Academics Region One ESC TEKS Guide</td>
<td>Principal Deans Asst. Principals Teachers</td>
<td>All Students</td>
<td>Increase students’ abilities in Reading and Language Arts Increase in Teacher proficiency in delivery of instruction</td>
<td>Increase students’ performance on ELAR STAAR (S) and Benchmarks (F/S) T-TESS (F/S)</td>
</tr>
</tbody>
</table>

**Funding Source:**
- (LOC) Local
- (SCE) State Compensatory Education
- (TIA) Title I, Part A
- (TIM) Title I, Part C- Migrant
- (CTE) State Career & Tech. Education
- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B-Preschool
- (TII) Title II, Part A
- (TIII) Title III-LEP
- (CDP) Carl D Perkins- CTE Basic
- (GU) Gear Up
- (SGT) Gifted & Talented
- (SSE) State Special Education
- (SBE) State Bilingual Education
- (HSA) High School Allotment
- (21st CCLC) 21st CCLC
- (ESL) English as a Second Language
- (ED) Economically Disadvantaged
- (BIL) Bilingual
- (AR) At Risk
- (GT) Gifted and Talented
- (GD) Gifted and Talented
- (GE) Gifted and Talented

**Special Populations Targeted**
- (ESL) English as a Second Language
- (ED) Economically Disadvantaged
- (BIL) Bilingual
- (AR) At Risk
- (GT) Gifted and Talented
- (ED) Economically Disadvantaged
- (BIL) Bilingual
- (AR) At Risk
District GOAL 3: QUALITY PERSONNEL: Attract, retain, and develop qualified and effective personnel.

Annual District Performance Objective 3: The District will develop and implement a professional development plan that targets the needs of our special population groups in order to narrow the achievement gap.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation Formative/Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug - May 2019-2020</td>
<td>ENGLISH LEARNERS: INITIATIVE 1: The District will ensure that teachers attend trainings on appropriate identification procedures. S-1 Provide training to ensure proper identification, initial placement, and exiting procedures of EL students. A-1 Provide training to staff on administration of tests. A-2 Provide training on Bilingual/ESL Program entry and exiting procedures. A-4 Provide training on the LION, TELPAS, and Dual Language/Early Exit Program</td>
<td>State Bil. Funds Bilingual Director Dept. of Academics Region One ESC Bilingual Program Manual $400,000 BE/ESL Waiver/Exception (10%)</td>
<td>Principal Asst. Principals Deans Teachers</td>
<td>EL students</td>
<td>Increase performance of EL students Increase Teacher proficiency in delivery of instruction</td>
<td>Increase performance (S) T-TESS (F/S)</td>
</tr>
<tr>
<td>Aug - May 2019-2020</td>
<td>ENGLISH LEARNERS: INITIATIVE 2: RGCCISD will provide opportunities for teachers to attend trainings on effective teaching strategies for the EL students. A-1 Provide training on effective ESL strategies in the classroom (SIOP, ELPS, Thinking Maps, Bilingual Centers, to EL Students) in the targeted areas of Writing and EOC Language Arts and TELPAS. A-2 Send teachers to attend the Bilingual Conferences Trainings at Region 1 and others.</td>
<td>State Bil. Funds (199) Bilingual Director Dept. of Academics Personnel Region One ESC Bilingual Program Manual $800,000— State Bil. Funds (199) Bilingual Director Dept. of Academics Personnel Region One ESC Bilingual Program Manual</td>
<td>Principal Deans Asst. Principals Teachers ESL/BIL Teacher</td>
<td>EL students</td>
<td>Increase performance of EL students Increase teacher proficiency in delivery of instruction</td>
<td>Increase student performance (S) T-TESS (F/S)</td>
</tr>
<tr>
<td>Aug - May 2019-2020</td>
<td>ENGLISH LEARNERS: INITIATIVE 3: RGCCISD will develop a comprehensive staff development plan due to the Bilingual Exemption and ESL Waiver submitted to the state. A-1 Use 10% of State Bilingual allotment to train non-certified BE/ESL Teachers.</td>
<td>Principal Deans Asst. Principals Teachers ESL/BIL Teacher</td>
<td>EL students</td>
<td>Increase performance of EL students Increase teacher proficiency in delivery of instruction</td>
<td>Increase student performance (S) T-TESS (F/S)</td>
<td></td>
</tr>
</tbody>
</table>

**Funding Source:**

**Special Populations Targeted**
## RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
### DISTRICT IMPROVEMENT PLAN
#### 2019-2020

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIGRANTS:</td>
<td>INITIATIVE 1: The District will provide Migrant Dept. staff and teachers opportunities to attend trainings on addressing the needs of migrant students. S-1 Ensure that the Migrant Department Staff (NGS, Clerks, Recruiters, Teachers and Counselors) attend training on identification procedures for migrants on a yearly basis. S-2 Allow the PEIMS Clerk opportunities to attend district meetings on proper coding for migrants. S-3 Ensure campus teachers receive Priority for Services Reports (PSRs) and target identified students’ academic needs.</td>
<td>Migrant Coordinator Migrant Secretary Region One ESC Migrant Program Guide</td>
<td>Teachers PEIMS Clerk Campus Counselors</td>
<td>LEP/BIL/MIG students</td>
<td>Increase performance of MIG students Increase teacher proficiency in delivery of instruction</td>
<td>Increase student performance (S) T-TESS (F/S)</td>
</tr>
<tr>
<td>AT-RISK:</td>
<td>INITIATIVE 1: The District will provide opportunities for staff to attend trainings on effective strategies in addressing the At-Risk population. S-1 Provide campus trainings on intervention programs to help close the gap in student learning. S-2 Promote staff trainings on meeting the needs of the struggling reader in the early grades. S-3 Provide training on programs specifically targeting for the At-Risk population such as the following: Response to Behavior Intervention (PBIS for participating schools) Computer-based software programs S-4 Provide training to campus &amp; district personnel on the McKinney Vento Act to specifically target the identified Homeless and Foster Care Students.</td>
<td>Executive Dir. for Academics Federal Programs Director Region One ESC Student Services Administrator Fed. Prog. Dir.</td>
<td>Principal Asst. Principals Deans Teachers ESL/SLA teacher</td>
<td>Migrant ESL BIL Special Ed. At-Risk Identified McKinney Vento Homeless &amp; Foster care students</td>
<td>Increase performance of At Risk student and close gap in student learning Increase teacher knowledge to help them identify &amp; serve the educational needs of Homeless Students</td>
<td>Increase student performance on state assessments (S) T-TESS (F/S) Increased graduation rate (S)</td>
</tr>
</tbody>
</table>

### *Funding Source:
- (LOC) Local
- (SCE) State Compensatory Education
- (TIA) Title I, Part A
- (TIM) Title I, Part C- Migrant
- (CTE) State Career & Tech. Education
- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B-Preschool
- (TII) Title II, Part A
- (TIII) Title III-LEP
- (CDP) Carl D Perkins- CTE Basic
- (SBE) State Bilingual Education
- (HSA) High School Allotment

### **Special Populations Targeted:
- (21st CCLC)
- (ESL) English as a Second Language
- (ED) Economically Disadvantaged
- (AR) At Risk
- (GT) Gifted and Talented
- (SE) Special Education
### INITIATIVE 2: The District will provide opportunities for At-Risk middle and high school students, to recover and complete credits for high school graduation in an off-campus setting, such as the Chance 2 Be Center.

- **S-1** Utilize tutors and professionals to work in a small setting with all enrolled students.
- **S-2** Utilize Edgenuity Credit Recovery Program for students on a flexible schedule.

### SPECIAL EDUCATION:

#### INITIATIVE 1: The District will provide staff with trainings on appropriate implementation of special education program and its compliance with federal requirements.

- **S-1** The District will update staff with training on referral process which addresses the following areas:
  - Least Restrictive Environment
  - Related Services
  - Initial Evaluation Timelines
  - Transition
  - 504 Procedures & Guidelines
  - Re-evaluation

- **S-2** The District will provide new staff members with training on behavior interventions.

- **S-3** Provide staff with trainings on Differentiation of Instruction and In-class Support for students with disabilities.

- **S-4** Staff will receive training on ARD procedures and on understanding IEP documents.

---

**Timeline** | **Initiatives / Strategies/ Activities** | **Resources** | **Person Responsible** | **Special Population** | **Expected Outcomes** | **Evaluation**
---|---|---|---|---|---|---
Aug - May 2019-2020 | INITIATIVE 2: The District will provide opportunities for At-Risk middle and high school students, to recover and complete credits for high school graduation in an off-campus setting, such as the Chance 2 Be Center. | Materials and Supplies $10,000 — SCE (199) Edgenuity: $83,650 — SCE (199) | Principal Deans Asst. Principals Teachers | At-Risk students | Help more students complete credits and graduate | Increased graduation rate (S)

Aug - May 2019-2020 | SPECIAL EDUCATION: INITIATIVE 1: The District will provide staff with trainings on appropriate implementation of special education program and its compliance with federal requirements. | Dir. for Special Services Dept. of Academics Region One ESC | Principal Deans Asst. Principals Teachers | Students receiving special services | Increase performance of students receiving Special Education services | Increase number of students receiving Special Education services taking STAAR (S) T-TESS (F/S)
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
<th>Formative/Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug - May 2019-2020</td>
<td>GIFTED AND TALENTED:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>INITIATIVE 1: The District will provide training on appropriate implementation of the Gifted and Talented program.</td>
<td>Director for Advanced Academics Region One ESC Online Trainings Dept. of Academics</td>
<td>Principal Assistant Principals Deans Teachers</td>
<td>Gifted and Talented students</td>
<td>Ensure maximum gains in performance of GT students Increase in teacher proficiency in delivery of instruction</td>
<td>T-TESS (F/S)</td>
<td>Maximize academic performance and development of gifts and talents (S)</td>
</tr>
<tr>
<td></td>
<td>S-1 Ensure that every teacher of GT students has a minimum of 30 clock hours of Basic GT training and 6 hours of yearly updates. S-2 Provide opportunities for teachers to attend trainings on effective implementation of the Parallel Curriculum correlation to the 7E model, and the Texas Performance Standards Project (TPSP). S-3 Provide opportunities for staff to attend trainings on effective strategies to integrate and differentiate the curriculum and instruction. A-1 Facilitate District Trainings and Online access to PD A-2 Participate in Region I Trainings A-3 Offer training on the Parallel Curriculum S-4 Allow teachers opportunities on proper utilization of grouping structures to address the needs of the GT student (cooperative groups as well as individual settings) in the regular classroom S-5 Provide GT focused instruction through the auspices of Magnet schools at elementary (K-5) and middle (6-8) levels.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Funding Source:*


**Special Populations Targeted:**

- Gifted and Talented
- Bilingual
- At Risk
- Gifted and Talented
- English as a Second Language
- Economically Disadvantaged
### District GOAL 4: FISCAL MANAGEMENT

Provide and maintain an effective and efficient fiscal management system.

#### Annual District Performance Objective 1: RGCCISD will utilize a fiscal management system of business operations with financial acuity, accountability, and efficacy.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| Aug - May 2019-2020 | **INITIATIVE 1: RGCCISD will develop and implement a systemic protocol governing fiscal affairs.**  
  **S-1:** Establish and maintain operations of business through the following divisions:  
  - Payroll  
  - Finance  
  - Bookkeeping  
  - Purchasing  
  - Insurance  
  - Tax Office  
  **S-2:** Provide sound fiscal management for Compliance, Budgeting, Facilities Planning and Construction, Procurement, and Maintenance and Operations.  
  **A-1:** Establish a system of checks and balances with protocols and procedures for external and intradepartmental communications and transmittals  
  **A-2:** Train all office personnel and campus administration on established protocol  
  **A-3:** Monitor procedural and systemic protocols  
  **S-3:** Conduct audits for review and planning (May 2020)  
  **A-1:** Conduct internal audits  
  **A-2:** Conduct external audits  
  **A-3:** Prepare and submit fiscal reports for compliance to all state and federal agencies and the Board of Trustees | Federal and State regulations  
  External legal counsel  
  Chief Financial Officer  
  Departmental Supervisors | Chief Financial Officer | All Populations | Sound and efficient fiscal management system | POs (F)  
  Transmittals (F)  
  Receipts (F)  
  Departmental reports  
  Internal audit (F)  
  External audit (S)  
  Financial Rating  
  State Accountability Findings (S) |
| August 2019 | **INITIATIVE 2: RGCCISD will develop and implement a systemic protocol governing financial management.**  
  **S-1:** Establish and maintain operations of business through the following divisions:  
  - Payroll  
  - Finance  
  - Bookkeeping  
  - Purchasing  
  - Insurance  
  - Tax Office  
  **S-2:** Provide sound fiscal management for Compliance, Budgeting, Facilities Planning and Construction, Procurement, and Maintenance and Operations.  
  **A-1:** Establish a system of checks and balances with protocols and procedures for external and intradepartmental communications and transmittals  
  **A-2:** Train all office personnel and campus administration on established protocol  
  **A-3:** Monitor procedural and systemic protocols  
  **S-3:** Conduct audits for review and planning (May 2020)  
  **A-1:** Conduct internal audits  
  **A-2:** Conduct external audits  
  **A-3:** Prepare and submit fiscal reports for compliance to all state and federal agencies and the Board of Trustees | Federal and State regulations  
  External legal counsel  
  Chief Financial Officer  
  Departmental Supervisors | Chief Financial Officer | All Populations | Sound and efficient fiscal management system | POs (F)  
  Transmittals (F)  
  Receipts (F)  
  Departmental reports  
  Internal audit (F)  
  External audit (S)  
  Financial Rating  
  State Accountability Findings (S) |

*Funding Source:

<table>
<thead>
<tr>
<th>Source</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOC</td>
<td>Local arson</td>
</tr>
<tr>
<td>SCE</td>
<td>State Compensatory Education</td>
</tr>
<tr>
<td>TIA</td>
<td>Title I, Part A</td>
</tr>
<tr>
<td>TIM</td>
<td>Title I, Part C- Migrant</td>
</tr>
<tr>
<td>CTE</td>
<td>State Career &amp; Tech. Education</td>
</tr>
<tr>
<td>IBF</td>
<td>IDEA-B-Formula (Sp. Ed.)</td>
</tr>
<tr>
<td>IBP</td>
<td>IDEA-B-Private School</td>
</tr>
<tr>
<td>TII</td>
<td>Title II, Part A</td>
</tr>
<tr>
<td>TIII</td>
<td>Title II-LEP</td>
</tr>
<tr>
<td>CDP</td>
<td>Carl D Perkins- CTE Basic</td>
</tr>
<tr>
<td>(IBF)</td>
<td>IDEA-B-Formula (Sp. Ed.)</td>
</tr>
<tr>
<td>(IBP)</td>
<td>IDEA-B-Private School</td>
</tr>
<tr>
<td>(TII)</td>
<td>Title II, Part A</td>
</tr>
<tr>
<td>(TIII)</td>
<td>Title II-LEP</td>
</tr>
<tr>
<td>(CDP)</td>
<td>Carl D Perkins- CTE Basic</td>
</tr>
<tr>
<td>(TFC)</td>
<td>21st CCLC</td>
</tr>
<tr>
<td>(F)</td>
<td>Transmittals (F)</td>
</tr>
<tr>
<td>(S)</td>
<td>State Accountability Findings (S)</td>
</tr>
</tbody>
</table>

**Special Populations Targeted:

<table>
<thead>
<tr>
<th>Population</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>BIL</td>
<td>Bilingual</td>
</tr>
<tr>
<td>AR</td>
<td>At Risk</td>
</tr>
<tr>
<td>GT</td>
<td>Gifted and Talented</td>
</tr>
<tr>
<td>ED</td>
<td>Economically Disadvantaged</td>
</tr>
<tr>
<td>SE</td>
<td>Special Education</td>
</tr>
</tbody>
</table>
District GOAL 5: PARENTAL INVOLVEMENT: Embrace school/community partnerships.

Annual District Performance Objective 1: RGCCISD will ensure that 90% of parent and families are involved in the progression of their child’s education.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug - May 2019-2020</td>
<td>INITIATIVE 1: Implement a comprehensive plan to examine and develop methods of assisting parents in the education of their child.</td>
<td>Principal SBDM Policies Region One ESC Director for Parental Involvement Dir. of Fed. Prog. District Personnel</td>
<td>Principal Asst. Principals SBDM Comm. Teachers Counselor Community Aides</td>
<td>All Populations</td>
<td>Increase parent support</td>
<td>Increase parent support to at least 90% as evidenced in School/Parent/Teacher Contact Log in Spring 2020(F/S)</td>
</tr>
<tr>
<td></td>
<td>S-1 Ensure that parents serve and are adequately represented at the District and campus SBDM and LPAC committees.</td>
<td>$53,000--Title I, Part A (211)</td>
<td><strong>Special Population</strong></td>
<td><strong>Expected Outcomes</strong></td>
<td>Evaluation Formative/Summative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-1 Invite parents to serve as members of the respective SBDM committees.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-2 Provide orientation and in-services for parents on the SBDM Policy and procedures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S-2 Increase participation in the district Parent Advisory Council.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-1 Parents will increase participation in the District Parent Advisory Council.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-2 Meetings for parents will be conducted in both languages with all literature, handouts, and resources being bilingual.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-3 A special Title I, Part A Parent orientation session will be provided to inform parents of the different programs and their services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-4 Inform and provide orientation on the District PAC policy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S-3 Strive to achieve a high number of parents attending required meetings such as ARDs, LPAC, and 504s.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Funding Source:
- (LOC) Local
- (SCE) State Compensatory Education
- (TIA) Title I, Part A
- (TIM) Title I, Part C- Migrant
- (CTE) State Career & Tech. Education
- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B-Preschool
- (TII) Title II, Part A
- (TIII) Title III-LEP
- (CDP) Carl D Perkins- CTE Basic
- (SBE) State Bilingual Education
- (SGT) Gifted & Talented
- (SSE) State Special Education
- (HSA) High School Allotment

**Special Populations Targeted:
- (ESL) English as a Second Language
- (BIL) Bilingual
- (AR) At Risk
- (GT) Gifted and Talented
- (ED) Economically Disadvantaged
- (SE) Special Education
### RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
### DISTRICT IMPROVEMENT PLAN
#### 2019-2020

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug - May 2019-2020</td>
<td><strong>S-4</strong> Collaborative meetings to ensure support and connectivity to campus goals.</td>
<td>Principal Region One ESC Director for Parental Involvement Dept. of Academics Fed. Prog. Dir. Bilingual Dir.</td>
<td>Principal Asst. Principal Community Aides Teachers Counselors</td>
<td>All Populations</td>
<td>Increase parent knowledge</td>
<td>Increase parent support to at least 90% as evidenced in School/Parent/Teacher Contact Log TAPR (F/S)</td>
</tr>
<tr>
<td></td>
<td><strong>A-1</strong> Explanation of Federal Programs and Title I, Part A Funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>A-2</strong> Explanation of Title III required activities for Early Childhood Education, Parental Outreach and Immigrant Services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>S-5</strong> Provide training to parents in support of school’s educational performance and commitment to accountability.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>A-1</strong> Interpretation of the TAPR report.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>A-2</strong> Parent Literacy training to help them with at home literature based activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>A-3</strong> Parent training in addressing responsibility and self-discipline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>A-4</strong> Address trainings on character education and home values</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>A-5</strong> Parent Trainings on their role in the accountability of their child’s performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>A-6</strong> Parent Training on newly adopted TEA Student Confidential Reports (SCRs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug - May 2019-2020</td>
<td><strong>INITIATIVE 2: RGCCISD will disseminate information to parents and staff to ensure participation in Special Population programs.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>S-1</strong> Conduct informative sessions on programs for parents of Special Populations: Sp. Ed., Bil./LEP, G.T., At-Risk, and Migrant, to include Homeless and Foster Care Students.</td>
<td>Principal Region One ESC Director for Parental Involvement Dept. of Academics Fed. Prog. Dir. Bilingual Dir.</td>
<td>Principal Asst. Principal Community Aides Teachers Counselors</td>
<td>All Populations</td>
<td>Increase parent knowledge</td>
<td>Increase parent support to at least 90% as evidenced in School/Parent/Teacher Contact Log TAPR (F/S)</td>
</tr>
<tr>
<td></td>
<td><strong>A-1</strong> Conduct coordination of services with Head start to Public Schools in May.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>•</strong> On-site visits to familiarize them with facility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Funding Source:**
- (LOC) Local
- (SCE) State Compensatory Education
- (TIA) Title I, Part A
- (TIM) Title I, Part C- Migrant
- (CTE) State Career & Tech. Education
- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B-Preschool
- (TI) Title II, Part A
- (TII) Title II-LEP
- (CDP) Carl D Perkins- CTE Basic
- (HEA) High School Allotment
- (TFC) Special Education
- (GU) Gifted & Talented
- (SSE) State Special Education
- (SBE) State Bilingual Education
- (HSA) High School Allotment

**Special Populations Targeted:**
- (EFL) English as a Second Language
- (AR) At Risk
- (GT) Gifted and Talented
- (ED) Economically Disadvantaged
- (SE) Special Education
## RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
### DISTRICT IMPROVEMENT PLAN
#### 2019-2020

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th><strong>Special Populations</strong></th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A-2 Conduct trainings on the use of school records</td>
<td></td>
<td>Region One ESC Ex. Dir. for HR Migrant Coordinator Stu. Assessment &amp; Account. Director Bil. Director Att./Truancy Office Dir. for Special Services Student Services Administrator Fed. Prog. Dir. $5,000—Title I, Part A (211)</td>
<td>All Populations</td>
<td>Increase parent skills and awareness of different programs</td>
<td>Increase parent support to at least 90% as evidenced in School/Parent/Teacher Contact Log TAPR (F/S)</td>
</tr>
<tr>
<td></td>
<td>- Health Information Exchange</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Project SMART</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Report Cards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Testing Information Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Pesticides</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Neighborhood Recruitment Effort</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Child Find Flyers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-3 Provide information to parents on the Bilingual Program and meet with the parents individually regarding program services in August.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-4 Invite parents to school parent involvement sessions for students at risk of failing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-5 Provide information to parents on the McKinney Vento Act for Homeless and Foster Care Students and meet with the identified parents individually regarding school and community program services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>August 2019</td>
<td>INITIATIVE 3: Employ a comprehensive and effective feedback system to ensure accurate and current needs assessment.</td>
<td></td>
<td>Region One ESC Director for Parental Inv. Dept. of Academics Fed. Programs Dir. Stu. Assessment &amp; Account. Director</td>
<td>All Populations</td>
<td>Increase parent communication</td>
<td>Increase parent support to at least 90% as evidenced in School/Parent/Teacher Contact Log TAPR (F/S)</td>
</tr>
<tr>
<td>May 2020</td>
<td>S-1 Develop a plan of action for implementation of the campus parental involvement program.</td>
<td></td>
<td>Principal Asst. Principal Counselor Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-1 Conduct a parent survey at least once per year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-2 Conduct a special education parents needs assessment annually.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-3 Analyze data for future planning to target specific needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-4 Share results with staff/community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Funding Source:**
- LOC Local
- SCE State Compensatory Education
- TIA Title I, Part A
- TIM Title I, Part C- Migrant
- CTE State Career & Tech. Education
- IBF IDEA-B-Formula (Sp. Ed.)
- IBP IDEA-B-Preschool
- TII Title II, Part A
- TIII Title III-LEP
- CDP Carl D Perkins- CTE Basic

**Special Populations Targeted**
- 21st CCLC
- ESL English as a Second Language
- ED Economically Disadvantaged
- Title I, Part A
- Bilingual
- At Risk
- Gifted and Talented
### RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
#### DISTRICT IMPROVEMENT PLAN
#### 2019-2020

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug - May 2019-2020</td>
<td>INITIATIVE 4: Strengthen communication at the following levels: Parents to Parents, Staff to Parents, Teachers to Parents, Students to Parents, and Administration to Parents</td>
<td>Region One ESC Director for Parental Inv. Dept. of Academics Fed. Prog. Director</td>
<td>Principals Asst. Principals Teachers Counselors Community Aides</td>
<td>All Populations</td>
<td>Increase parent support</td>
<td>Formative/Summative</td>
</tr>
<tr>
<td></td>
<td>S-1 Ensure effective communication flow.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-1 Parent to Parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Parent Learning Network (PLN) Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Open Door Policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• School Parent Compact</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Needs Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Calendar of School Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Flyers and Special Notices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• News Letter (Quarterly)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug - May 2019-2020</td>
<td>INITIATIVE 5: Provide educational opportunities for parents to assist them in their child’s education.</td>
<td>Region One ESC Director for Parental Inv. Dept. of Academics Fed. Prog. Director Trans. Director Food Service Program Director Attend./Truancy Dept.</td>
<td>Principals Asst. Principals Community Aides Teachers Counselors</td>
<td>All Students</td>
<td>Increase parent support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S-1 Implement programs to ensure educational opportunities for our parent population.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S-2 To empower parents to become self-sufficient and responsible.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-1 Provide skills training in the following:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Filling out Job Applications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Operating Office Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Communication Skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discipline Management Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-2 Enhance a Parent Resource Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Educate, Take and Teach (ET2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-3 Nutritional Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-4 Bus Safety Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-5 Responsibility of Parent in the school setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Attendance/Truancy Laws</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Parent Compact</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-6 Development of positive Self-Esteem in all students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Funding Source:**
(LOC) Local
(SCE) State Compensatory Education
(TIA) Title I, Part A
(TIM) Title I, Part C- Migrant
(CTE) State Career & Tech. Education
(IBF) IDEA-B-Formula (Sp. Ed.)
(IBP) IDEA-B-Preschool
(TII) Title II, Part A
(III) Title III-LEP
(CDP) Carl D Perkins- CTE Basic

**Special Populations Targeted**
(ESL) English as a Second Language
(BIL) Bilingual
(AR) At Risk
(GT) Gifted and Talented
(HSA) High School Allotment
(ED) Economically Disadvantaged
(SE) Special Education
RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT  
DISTRICT IMPROVEMENT PLAN  
2019-2020

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Initiatives / Strategies/ Activities</th>
<th>Resources*</th>
<th>Person Responsible</th>
<th>**Special Population</th>
<th>Expected Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| Aug - May 2019-2020 | INITIATIVE 6: Increase parental involvement at the campus level by recruiting 5-10 parent volunteers per campus.  
S-1 Ensure parents have an understanding of the school’s community, culture and daily operational procedures.  
S-2 Empower parents to gain personal and professional knowledge through staff development to better assist their children to be successful in school. | Region One ESC Director for Parental Involvement        | Principals Asst. Principals Community Aides Teachers Counselors | All Students                       | Increase parent support | Increase parent support to at least 90% as evidenced in School/Parent/Teacher Contact Log in Spring 2020 (F/S) |

**Funding Source:**
- (LOC) Local
- (SCE) State Compensatory Education
- (TIA) Title I, Part A
- (TIM) Title I, Part C- Migrant
- (CTE) State Career & Tech. Education

**Special Populations Targeted**
- (IBF) IDEA-B-Formula (Sp. Ed.)
- (IBP) IDEA-B-Preschool
- (TII) Title II, Part A
- (TIII) Title III-LEP
- (CDP) Carl D Perkins- CTE Basic
- (BIL) Bilingual
- (AR) At Risk
- (GT) Gifted and Talented
- (TFC) 21st CCLC
- (TFC) 21st CCLC
- (GU) Gear Up
- (SGT) Gifted & Talented
- (SSE) State Special Education
- (SBE) State Bilingual Education
- (HSA) High School Allotment
- (ESL) English as a Second Language
- (ED) Economically Disadvantaged
- (SE) Special Education