

District Improvement Plan



Rio Grande City Consolidated Independent School District (2020-2021)

Compiled by: Office of Federal and State Programs



RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



Vilma Garza
Superintendent

*Funding Source:

(LOC)	Local	(IBF)	IDEA-B-Formula (Sp. Ed.)
(SCE)	State Compensatory Education	(IBP)	IDEA-B-Preschool
(TIA)	Title I, Part A	(TII)	Title II, Part A
(TIM)	Title I, Part C- Migrant	(TIII)	Title III-LEP
(CTE)	State Career & Tech. Education	(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	(SE)	Special Education
(AR)	At Risk		
(GT)	Gifted and Talented		



RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



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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

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Vilma Garza
Superintendent

Dr. Arcadio Salinas, III
Assistant Superintendent for Human Resources & Professional Accountability

Cynthia Bazan
Assistant Superintendent for Academics

Diana Robles-Mendez
Assistant Superintendent for Finance

FEDERAL PROGRAMS ADMINISTRATION

Virginia E. González
Federal Programs Director

Adela Peña
Administrator for Federal Programs

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D.E.I.C. REPRESENTATIVES

2020-2021

	Campus	Campus Principal	Member	Position
1	Alto Bonito Elementary	Yvette Peña	Rosalinda García	Counselor
			Claudia Sáenz	Teacher
			Erika Ramírez	Teacher
2	Dr. Mario E. Ramirez Elementary	Daniel A. Ramírez	Claudia Garza	Asst. Principal
			Aleida Pena	Teacher
			Carmen Saenz	Teacher
3	AC ² E Elementary (Academy for Academic Enhancement)	Pedro Omar Peña	Veronica Martinez	Counselor
			Yvonne Berlanga	Teacher
			Martha Vásquez	Teacher
4	AC ² E Middle (Academy for Academic Enhancement)	Lillian Jones	Lillian Jones	Principal
			Julissa Barrera	Teacher
			Hilario Patino	Teacher
5	General Ricardo Sanchez Elem.	Teresa G. Arriazola	Veronica García	Counselor
			Judith Rodríguez	Teacher
			Cynthia Brown	Teacher
6	Grulla Elementary	Epigmenio Gonzalez, III	Laura Díaz	Counselor
			Ramiro Bermea	Teacher
			Nancy Cahue	Teacher
7	Roque Guerra, Jr. Elementary	Laura Barrera	Mario Sáenz	Asst. Principal
			Joann García	Teacher
			Brenda Arredondo	Teacher

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8	John and Olive Hinojosa Elem.	Mark Olivarez	Ambarina Pérez	Librarian
			Ida Juárez	Teacher
			Priscilla Sanchez	Teacher
9	La Unión Elementary	Lorena V. Treviño	Elizabeth Villarreal	Support Teacher
			Julie Sáenz	Teacher
			Celina Diaz	Teacher
10	Alberto and Celia Barrera Elem.	Nora Rivera	Venessa Trevino	Counselor
			Ana Maria Ramirez	Teacher
			Veronica Perez	Teacher
11	Ringgold Elementary	Idani Salinas	Sandra Guerrero	Librarian
			Cristal Pena	Teacher
			Miriam Lopez	Teacher
12	Veterans Middle School	Enrique Cantú	Raúl García	Counselor
			Sonia Trevino	Teacher
			Ever Treviño	Teacher
13	Ringgold Middle School	Ricardo Saenz	Jeannie Anderson	Librarian
			Stephanie Guzman	Teacher
			Dolores Flores	Teacher
14	Grulla Middle School	Rene Peña	Mariela A. Gonzalez	Counselor
			Adriana Salinas	Teacher
			Claudia Garcia	Teacher

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15	Early College High School	Tina L. Gorena	Marisa Peña	Dean of Instruction
			Rene Garza	Teacher
			Juan Quintero	Teacher
16	Rio Grande City High School	Jorge E. Peña	Mirella Treviño	Asst. Principal
			Jazmin Silva	Teacher
			Kristian Treviño	Teacher
17	RGCCISD Grulla High School	Adolfo Pena, Jr.	Ismael Sanchez	Dean of Instruction
			Adrian Ozuna	Teacher
			Jorge Guerra	Teacher
18	RGCCISD SEAS/DAEP Center	Juan Garcia	Teresita Garcia	Counselor/A.P.
			Claudia Pena	Teacher
			Juan Garcia	Teacher
19	Community Representatives	Member	Position/Title	
	La Grulla Area	Veronica Arredondo	Parent / MPAC Secretary	
20	Rio Grande City Area	Joe Vera	Parent / MPAC President	
		Angelica Perez	Parent / MPAC Member	
		Mary Millan	Parent / MPAC Parliamentarian	
		Diana López	Business Representative	
21	D.E.I.C. Chairperson	Adela Peña	Administrator for Federal Programs	

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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 an 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.

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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 July 28, 2020 and August 13, 2020. 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 2020-2021 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
- Title I Migrant Tutors
- Valued Youth Program for Middle Schools
- Implement Pearlized Math (K-1)
- Proper implementation of RTI District Procedural Manual
- Utilize News 2 You (N2Y) Program
- Utilize HMH System 44 for students receiving Special Education services
- Utilize Creative Education Institute (CEI) for Dyslexia students receiving Dyslexia services
- Utilize Essential Learning Systems Online (ELSO) for Dyslexia and Reading Intervention

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- Monetary Attendance Incentives per month for campuses with highest attendance rates or those showing growth
- Continue implementation of Edgenuity Credit Recovery Program
- 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
- Utilize Imagine Learning Reading/Math (PK-8th)
- Utilize Ready Teacher Toolbox (3rd-5th)
- Utilize IXL in all Core Areas (6th-12th)
- Training on Google classroom utilities
- Train Language Arts teachers in HB3 Reading Academies
- Train/implement Jane Shaffer Writing (6th-12th)
- Utilize Kesler Science subscriptions (6th-8th)
- 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
- Utilize Summit K-12 to improve TELPAS scores through language acquisition
- Implement the District Gifted & Talented Plan that is aligned with the State Gifted & Talented Plan
- 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 teacher
- School Improvement Initiative (RH,RMS,GMS,VMS, and GE)
- Provide At-Home Distance Learning to all students
- Provide laptops and internet service to students in need of assistance
- Provide at home technical support to all District staff “Teacher Help Desk”

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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 10,366 students at peak enrollment, during the 2019-2020 school year.

Student Enrollment (peak) for 2019-2020	10,366
Hispanic Population	99.89%
Limited English Proficient	71.5%
Economically Disadvantaged	83%
Dropout Rate	0.20%
Special Education	10.02%
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 10,375 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.

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**Elementary Schools
2019-2020**

School	Grade Level	Enrollment (peak)
Grulla Elementary	PK-5	518
John & Olive Hinojosa Elem.	PK-5	440
La Union Elem.	PK-5	345
Alberto & Celia Barrera Elem.	PK-5	498
Ringgold Elem.	PK-5	411
Roque Guerra, Jr. Elem.	PK-5	656
Alto Bonito Elem.	PK-5	587
Gen. R. Sanchez Elem.	PK-5	630
Dr. Mario Ramirez Elem.	PK-5	487
AC ² E Elementary	1-5	391 (included w/ home campus)

Total: 4,963

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Secondary Schools

2019-2020

School	Grade Levels	Enrollment (peak)
Rio Grande City H.S.	9-12	1,773
R.G.C.C.I.S.D. Grulla High School	9-12	797
Early Preparatory College H.S.	9-12	533
Ringgold Middle School	6-8	575
Grulla Middle School	6-8	615
Veterans Middle School	6-8	701
AC ² E Middle School	6-8	311 (included w/ home campus)

Total: 5,305

The total peak student enrollment for 2019-2020 increased by 194 students over the previous year, from 10,172 to 10,366.

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.

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Academic Programs

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, Texas PK Guidelines 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 PK3-5 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.

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT DISTRICT IMPROVEMENT PLAN 2020-2021



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 1,025 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.

Due to the COVID-19 pandemic, Rio Grande City C.I.S.D. is providing At-Home Distance Learning and is distributing meals to address children’s nutritional needs. In an effort to coordinate the district’s response to COVID-19, Rio Grande City C.I.S.D. continues to work with the Texas Education agency (TEA), the Texas Department of Health Services, the City of Rio Grande City, and the County of Starr to ensure academic progress and successful completion of the 2020-2021 school year.

*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
				(HSA)	High School Allotment

**Special Populations Targeted

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



RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



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 2020-2021 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 10, 2020

May 25, 2021

The last formative and summative evaluation of the DIP will be conducted on May 25, 2021 by the D.E.I.C.

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	(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
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**Special Populations Targeted

(ESL)	English as a Second Language	(ED)	Economically Disadvantaged
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**RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2020-2021**



**R.G.C.C.I.S.D. STUDENT PEAK ENROLLMENT
TWO-YEAR COMPARISON**

ELEMENTARY CAMPUSES			
SCHOOL	GRADE LEVELS	ENROLLMENT (PEAK)	
		2018-2019	2019-2020
Grulla Elementary	PK - 5	533	518
Alto Bonito Elementary	PK - 5	561	587
La Union Elementary	PK - 5	357	345
J & O Hinojosa Elementary	PK - 5	464	440
Dr. Mario Ramirez Elementary	PK - 5	498	487
Ringgold Elementary	PK - 5	451	411
Alberto & Celia Barrera Elem.	PK - 5	493	498
Roque Guerra, Jr. Elementary	PK - 5	710	656
Gen. Sanchez Elementary	PK - 5	684	630

SECONDARY CAMPUSES			
SCHOOL	GRADE LEVELS	ENROLLMENT (PEAK)	
		2018-2019	2019-2020
Rio Grande City High School	9 - 12	1781	1773
RGCCISD Grulla High School	9 - 12	855	797
Preparatory for Early College H.S.	9 - 12	505	533
Grulla Middle School	6 - 8	700	615
Ringgold Middle School	6 - 8	680	575
Veterans Middle School	6 - 8	900	701

***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
		(HSA) High School Allotment

****Special Populations Targeted**

(ESL) English as a Second Language	(ED) Economically Disadvantaged
(BIL) Bilingual	(SE) Special Education
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



R.G.C.C.I.S.D. ELEMENTARY SCHOOL SCORES--STAAR GRADES 3-8

* Represents 2019 Passing Standard

Elementary Schools		Grade 3 Reading 53%*	Grade 3 Math 50%*	Grade 4 Reading 56%*	Grade 4 Math 50%*	Grade 4 Writing 56%*	Grade 5 Science 58%*	Grade 5 Math 47%* 50%*	Grade 5** Reading 55%* 58%*
Alto Bonito Elementary	Spring 2016	45%	49%	71%	77%	75%	66%	83% 88%	65% 70%
	Spring 2017	61%	64%	67%	75%	74%	80%	90% 91%	67% 75%
	Spring 2018	64%	67%	63%	68%	61%	62%	84% 87%	67% 74%
	Spring 2019	71%	79%	79%	74%	72%	56%	80% 94%	53% 67%
	# 2 District Benchmark 2020	65%	64%	71%	75%	52%	59%	80%	60%
Dr. M. E. Ramirez Elementary	Spring 2016	52%	80%	57%	59%	52%	63%	68% 79%	65% 70%
	Spring 2017	55%	70%	61%	59%	49%	52%	82% 93%	55% 75%
	Spring 2018	79%	71%	59%	78%	56%	55%	84% 95%	69% 84%
	Spring 2019	81%	76%	72%	87%	66%	64%	83% 94%	74% 96%
	# 2 District Benchmark 2020	69%	71%	80%	73%	63%	60%	79%	86%
General R. Sanchez Elementary	Spring 2016	58%	57%	64%	71%	59%	73%	81% 90%	69% 77%
	Spring 2017	70%	71%	63%	72%	63%	78%	90% 92%	67% 80%
	Spring 2018	79%	85%	76%	70%	56%	77%	89% 95%	74% 82%
	Spring 2019	78%	88%	82%	81%	77%	86%	94% 100%	86% 94%
	# 2 District Benchmark 2020	69%	71%	74%	59%	67%	60%	84%	74%
Grulla Elementary	Spring 2016	66%	74%	55%	61%	51%	68%	70% 83%	56% 70%
	Spring 2017	73%	77%	68%	76%	46%	58%	67% 75%	51% 65%
	Spring 2018	74%	70%	51%	57%	46%	62%	83% 88%	66% 71%
	Spring 2019	66%	73%	53%	43%	50%	57%	70% 84%	54% 80%
	# 2 District Benchmark 2020	73%	75%	74%	73%	74%	50%	71%	86%
La Union Elementary	Spring 2016	53%	60%	56%	70%	51%	70%	75% 86%	43% 61%
	Spring 2017	43%	45%	59%	75%	51%	79%	87% 94%	67% 76%
	Spring 2018	61%	69%	63%	78%	61%	83%	85% 92%	78% 83%
	Spring 2019	65%	69%	68%	70%	67%	85%	88% 92%	89% 89%
	# 2 District Benchmark 2020	48%	54%	65%	67%	51%	67%	91%	72%

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. Versio

*Funding Source:

(LOC) Local	(IBF) IDEA-B-Formula (Sp. Ed.)
(SCE) State Compensatory Education	(IBP) IDEA-B-Preschool
(TIA) Title I, Part A	(TII) Title II, Part A
(TIM) Title I, Part C- Migrant	(TIII) Title III-LEP
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(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	(SE) Special Education
(AR) At Risk	
(GT) Gifted and Talented	



RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



R.G.C.C.I.S.D. ELEMENTARY SCHOOL SCORES--STAAR GRADES 3-8

* Represents 2019 Passing Standard

Elementary Schools		Grade 3 Reading 53%*	Grade 3 Math 53%*	Grade 4 Reading 53%*	Grade 4 Math 50%*	Grade 4 Writing 56%*	Grade 5 Science 61%*	Grade 5 Math 50%* 47%*	Grade 5** Reading 58%* 55%*
Alberto & Celia Barrera Elementary	Spring 2016	49%	70%	65%	75%	60%	50%	53% 70%	50% 62%
	Spring 2017	53%	69%	51%	74%	44%	48%	71% 74%	43% 63%
	Spring 2018	57%	74%	60%	74%	60%	51%	79% 87%	48% 58%
	Spring 2019	69%	85%	69%	81%	69%	69%	77% 95%	71% 76%
	# 2 District Benchmark 2020	60%	67%	62%	63%	62%	40%	82%	47%
J&O Hinojosa Elementary	Spring 2016	51%	64%	55%	74%	43%	77%	84% 94%	68% 76%
	Spring 2017	70%	73%	68%	84%	57%	81%	85% 88%	68% 86%
	Spring 2018	68%	73%	58%	88%	59%	77%	85% 90%	78% 80%
	Spring 2019	74%	78%	79%	90%	61%	78%	89% 93%	76% 86%
	# 2 District Benchmark 2020	70%	59%	59%	68%	44%	53%	88%	68%
Ringgold Elementary	Spring 2016	68%	86%	80%	82%	70%	58%	69% 83%	62% 69%
	Spring 2017	72%	66%	80%	84%	69%	59%	73% 91%	77% 89%
	Spring 2018	78%	80%	91%	87%	78%	89%	90% 96%	89% 96%
	Spring 2019	77%	78%	92%	85%	78%	85%	94% 98%	98% 98%
	# 2 District Benchmark 2020	73%	52%	77%	87%	63%	81%	92%	93%
Roque Guerra, Jr. Elementary	Spring 2016	61%	80%	62%	77%	68%	77%	71% 83%	53% 68%
	Spring 2017	65%	75%	65%	87%	72%	83%	87% 92%	63% 70%
	Spring 2018	65%	70%	66%	78%	63%	76%	91% 97%	71% 74%
	Spring 2019	66%	63%	76%	76%	76%	73%	88% 94%	74% 83%
	# 2 District Benchmark 2020	68%	60%	84%	79%	66%	53%	61%	65%

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

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(HSA) High School Allotment

****Special Populations Targeted**

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



RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



R.G.C.C.I.S.D. MIDDLE SCHOOL SCORES--STAAR GRADES 3-8

* Represents 2019 Passing Standard

Middle Schools		Grade 6 Reading 58%*	Grade 6 Math 37%*	Grade 7 Reading 55%*	Grade 7 Math 40%*	Grade 7 Writing 57%*	Grade 8 SS 50%*	Grade 8 Science 52%*	Grade 8 Math 45%* 45%*	Grade 8** Reading 57%* 55%*
Grulla Middle	Spring 2016	49%	69%	48%	42%	55%	49%	58%	46% 58%	56% 67%
	Spring 2017	46%	69%	59%	63%	61%	35%	62%	52% 63%	58% 68%
	Spring 2018	36%	57%	53%	56%	49%	55%	65%	69% 79%	65% 74%
	Spring 2019	55%	67%	65%	75%	52%	50%	73%	69% 83%	60% 71%
	# 2 District Benchmark 2020	47%	68%	55%	55%	46%	43%	64%	59%	50%
Ringgold Middle	Spring 2016	54%	69%	52%	64%	54%	49%	58%	47% 69%	57% 67%
	Spring 2017	47%	75%	61%	68%	63%	38%	58%	60% 76%	63% 72%
	Spring 2018	48%	78%	56%	70%	53%	53%	59%	64% 75%	64% 79%
	Spring 2019	48%	85%	58%	73%	59%	49%	68%	71% 82%	63% 75%
	# 2 District Benchmark 2020	34%	65%	52%	65%	64%	45%	64%	54%	54%
Veterans Middle	Spring 2016	57%	63%	61%	59%	69%	43%	56%	62% 74%	75% 80%
	Spring 2017	56%	67%	71%	67%	73%	61%	64%	68% 79%	72% 85%
	Spring 2018	54%	66%	63%	58%	65%	72%	66%	79% 88%	76% 84%
	Spring 2019	57%	80%	68%	67%	69%	52%	68%	81% 88%	72% 80%
	# 2 District Benchmark 2020	52%	74%	68%	63%	65%	71%	73%	81%	74%

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.

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(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	(SE) Special Education
(AR) At Risk	
(GT) Gifted and Talented	



RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



R.G.C.C.I.S.D. HIGH SCHOOL SCORES--STAAR EOC GRADES 9-12

* Represents 2019 Passing Standard

High Schools	Assessment Year	ENGLISH I 57%*	ENGLISH II 60%*	ALGEBRA I 39%*	BIOLOGY 38%*	U.S. HISTORY 43%*
Preparatory for Early College H.S.	Spring 2017	76%	79%	98%	98%	97%
	Spring 2018	87%	76%	97%	98%	96%
	Spring 2019	83%	88%	98%	98%	97%
	# 2 District Benchmark 2020	81%	82%	85%	96%	96%
RGCCISD Grulla High School	Spring 2017	38%	46%	58%	74%	76%
	Spring 2018	38%	42%	65%	76%	80%
	Spring 2019	43%	48%	88%	84%	86%
	# 2 District Benchmark 2020	52%	58%	86%	96%	85%
Rio Grande City High School	Spring 2017	41%	48%	82%	77%	93%
	Spring 2018	49%	53%	77%	79%	92%
	Spring 2019	47%	50%	73%	77%	89%
	# 2 District Benchmark 2020	46%	60%	72%	94%	90%

***Funding Source:**

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**RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2020-2021**



**RIO GRANDE CITY CISD
FEDERAL & STATE PROGRAMS FUNDING
2020-2021**

FEDERAL PROGRAMS

FUND	DESCRIPTION	AWARD AMOUNT
211	Title I, Part A- Improving Basic Programs	\$ 5,442,735.00
212	Title I, Part C- Migrant	883,861.00
224	IDEA B- Formula	
225	IDEA B- Preschool	
244	Carl D. Perkins Basic Grant Formula for CATE	
255	Title II, Part A- Teacher & Principal Training & Recruiting	551,435.00
263	Title III, Part A- English Language Acquisition	719,381.00
265	ACE- After-School Centers on Education	
289	Title IV, Part A- Safe and Drug-Free Schools and Communities	402,092.00
270	Title VI Rural and Low Income	283,203.00
274	Gear Up	
000	Title I, School Safety & Security Grant	29,315.00
000	Title I, School Improvement Grant	120,000.00
FEDERAL PROGRAMS TOTAL		\$ 8,432,022.00

STATE PROGRAMS

FUND	DESCRIPTION	AWARD AMOUNT
21	Gifted & Talented	\$
22	Career & Technology	6,397,258.00
23	Special Education	7,424,171.00
25	Bilingual Education	4,892,059.00
30	State Compensatory Education	15,120,144.00
36	Early Education Allotment	3,324,552.00
37	Dyslexia	379,201.00
38	College, Career & Military Readiness	292,000.00
STATE PROGRAMS TOTAL		\$ 37,829,385.00

***Funding Source:**

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(TIA) Title I, Part A	(TII) Title II, Part A	(SGT) Gifted & Talented
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



SECTION A

COMPREHENSIVE NEEDS ASSESSMENT (Revised July 27, 2020)

DEMOGRAPHICS

1. Increase the level of academic achievement for Special Education (SE), English Learners (EL), and At-Risk 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 3rd, 6th, and 7th Grade 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 writing for all students to increase overall reading and writing 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.
7. Increase safety mechanisms on all campuses to ensure school safety.

*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
				(HSA)	High School Allotment

**Special Populations Targeted

(ESL)	English as a Second Language	(ED)	Economically Disadvantaged
(BIL)	Bilingual	(SE)	Special Education
(AR)	At Risk		
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



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.
9. Continue with class size reduction teachers in the elementary campuses.
10. Provide stipends for specialized areas and student performance.

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 writing.
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 distance learning, virtual classrooms, inclusion model and the 18 Plus Program.
6. Continuously monitor district-wide implementation of English Second Language (ESL) Pull-out Program and Bilingual models (Dual Language One Way and Transitional Early Exit).
7. Continue to effectively recapture students not enrolled in school during the first day of school (Leaver/Drop-Out Recovery Program).
8. Prioritize and align curriculum efforts to improve low performing campuses.

*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
				(HSA)	High School Allotment

**Special Populations Targeted

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



RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



FAMILY & COMMUNITY ENGAGEMENT

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.
8. Assist families in need (food, clothes, school supplies, electronic devices, internet) due to COVID-19 hardship.
9. Provide educational opportunities for parents to assist their children with At-Home Distance Learning during COVID-19 pandemic.

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. Provide an effective Public Relations 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.
4. Continue to provide additional laptops and hotspots to assist students with At-Home Distance Learning.

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(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
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				(HSA)	High School Allotment

**Special Populations Targeted

(ESL)	English as a Second Language	(ED)	Economically Disadvantaged
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



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 2021 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 2021 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 2021 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	(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
				(HSA)	High School Allotment

**Special Populations Targeted

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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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	(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
				(HSA)	High School Allotment

**Special Populations Targeted

(ESL)	English as a Second Language	(ED)	Economically Disadvantaged
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

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SECTION D

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 2021 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.

*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
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**Special Populations Targeted

(ESL)	English as a Second Language	(ED)	Economically Disadvantaged
(BIL)	Bilingual	(SE)	Special Education
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT DISTRICT IMPROVEMENT PLAN 2020-2021



SECTION E

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:

(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
				(HSA)	High School Allotment

**Special Populations Targeted

(ESL)	English as a Second Language	(ED)	Economically Disadvantaged
(BIL)	Bilingual	(SE)	Special Education
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT DISTRICT IMPROVEMENT PLAN 2020-2021



SECTION F

DISTRICT GOAL AREA 5: PARENTAL ENGAGEMENT:

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.

*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
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**Special Populations Targeted

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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TEA Strategic Priorities

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

Title I, Part A Schoolwide Components District Improvement Plan Reference (2020-2021)

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

Title I Schoolwide Program Element Requirements under ESSA

Schoolwide Program Element	District Goal(s)
#1 SWP Comprehensive Needs Assessment	DIP Introduction
#2 SWP Campus Improvement Plan Requirements (CIP)	DIP Goals #1 - #4
#3 SWP Parent and Family Engagement Requirements	DIP Goal # 5

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

(TFC) 21st CCLC
(GU) Gear Up
(SGT) Gifted & Talented
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

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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 2021 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%.

Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug- May 2020-2021	INITIATIVE 1: Rio Grande City Consolidated Independent School District (RGCCISD) staff will implement a curriculum aligned to the Texas Essential Knowledge and Skills (TEKS), Texas PK Guidelines and to the State of Texas Assessment for Academic Readiness and STAAR Performance Standards.	TEKS Resource System (\$61,554—SCE 199) STAAR/EOC Dist. Scope and Sequence TX Pre-K Guidelines(2015)	Asst. Supt. for Academics Principals Directors SBDM Committee Central Office Staff	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
August 2020	<p>S-1 Review the academic expectations in all content areas for students at each grade level (Pre-Kinder through 12th grade).</p> <p>A-1 Provide teachers the opportunity to participate in district committee meetings that review and develop the district's Scope and Sequence.</p> <p>A-2 Ensure appropriate horizontal and vertical teaming.</p> <p>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.</p>					

***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
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug. 2020	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—12 th grades to help plan assessments, instruction, and monitor students' progress. A-1 Analyze campus performance data in all academic areas in grades PK3 through 12 th grade. Focus is on the following: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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.	SCE Funds: TEKS Resource System (\$61,554—SCE 199) STAAR/EOC data for previous school year Benchmark Data LION Rdg/Math (TANGO) \$195,121—SCE (199) TX Pre-K Guidelines TEKS Objectives STAAR Performance Standards Title I, 1003 School Improvement Grant (Grulla Elem.) \$120,000	Asst. Supt. for Academics Program Directors Principals Asst. Principals Deans Teachers	All Populations	Increased gains on Performance Obj.	Review student performance scores on the following: STAAR (S) TELPAS (S) Benchmarks (F/S) LION Reading/Math CPALLS
After Each Benchmark	S-2 Review every Benchmark assessment report and focus on closing the gap with appropriate instruction, tracking, and monitoring of students' progress.					
Aug.-May 2020-2021	S-3 Implement a clearly articulated and appropriate set of achievement expectations for the STAAR/EOC.					

***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
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug.-May 2020-2021	<p>English & Spanish Language Arts and Reading (ELAR): PK—2nd Grade</p> <p>INITIATIVE 3: RGCCISD will implement a comprehensive English Language Arts and Reading program in PK-2nd grade that will improve students' reading and writing performance through the following strategies and activities:</p> <p>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</p> <p>A-1 Focus on literature, storytelling, and role playing in order to improve reading comprehension skills.</p> <p>A-2 Learning centers will be utilized to reinforce reading skills.</p> <p>A-3 Implement reading practices that include modeled reading, shared reading, guided reading, independent reading and read aloud.</p> <p>A-4 Through the Dual Language Program, effectively implement shared writing, teacher guided writing, independent writing, writing practices across the grade level and conferences</p> <p>A-5 Utilize daily writing journals and daily modeled writing activities using the Language Experience Approach.</p> <p>A-6 Address Spanish as a Second Language through ELPS</p> <p>A-7 Utilize Houghton Mifflin Harcourt supplementary educational resources to reinforce reading and writing skills.</p> <p>A-8 Provide Bilingual/Second Language enrichment activities as prescribed by the Dual Language Model</p> <p>A-9 Provide Bilingual/Second Language enrichment activities based on time and treatment as prescribed.</p>	<p>SCE Funds:</p> <p>State Adopted Textbook OWL</p> <p>Frog Street(PK3) (Early Ed. Allotment)</p> <p>Supplemental Resources</p> <p>TEKS</p> <p>TEKS Resource System (\$61,554—SCE 199)</p> <p>TX. PK Guidelines</p> <p>CLI Engage AR Program</p> <p>ELAR training resources and supplies: \$50,000—SCE (199)</p> <p>Title II, Part A Funds</p> <p>Title III, Part A Funds</p>	<p>Asst. Supt. for Academics</p> <p>Director for Early Childhood</p> <p>Early Childhood Lead Teacher</p> <p>Director for ELAR</p> <p>Specialists for ELAR</p> <p>Principal</p> <p>Asst. Principal</p> <p>Support Teachers</p> <p>Early Childhood Teachers</p> <p>Instructional Aides</p>	All Populations	<p>Maximize students' performance in Reading and Writing</p> <p>Reduce the number of students failing Reading and Writing</p> <p>Develop life-long readers</p>	<p>Review student ELAR/SLAR performance scores on the following:</p> <p>Three week mini assessments</p> <p>Six weeks assessments</p> <p>CPALLS</p> <p>TELPAS (S)</p> <p>TANGO LION Reading</p>

***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
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug.-May 2020-2021	English & Spanish Language Arts and Reading (ELAR): 3rd —5th Grade INITATIVE 4: RGCCISD increase student achievement by implementing and aligning curriculum, based on TEKS and data driven results S-1 Provide training and implement strategies to increase Reading Language Arts (RLA) scores. A-1 Provide new textbook adoption support/training to teachers A-2 Provide TANGO/ETAZO/Lion Reading on-line training support to campus personnel A-3 Utilize individual student profiles to track student's progress A-4 Provide checkpoints through TANGO for data reports/progress monitoring A-5 Utilize the Accelerated Reader Program A-6 Provide TEKS Resource training/support to teachers to optimize program efficacy. A-7 Provide resources gathered via teacher feedback to facilitate instructional delivery. A-8 Conduct campus visits to facilitate data, instructional strategies, identified need and/or concerns. A-9 Coordinate PLC department meetings district-wide to coordinate high-yield level strategies. A-10 Provide teachers training in reading and writing strategies through the following presenters/organizations: <ul style="list-style-type: none"> • Lead4ward • Ready Teacher Toolbox: Curriculum Associates • Region 1 ESC • Write Time for Kids A-11 Coordinate and align curriculum writing district-wide for all campuses	SCE Funds: State Adopted Textbook TEKS Resource System (\$61,554—SCE 199) TEKS TANGO software \$195,121—SCE(199) STAAR Resources Renaissance Learning AR Program \$16,791—(270) Lead4ward \$5,900 (SCE 199) *STAAR Blueprints *Frequency Duration Blueprints Region One ESC \$1,000—(270) District Curriculum Guides \$11,700—Title IV (289) Google Shared Drives Title II, Part A Funds Title III, Part A Funds	Asst. Supt. for Academics Director for ELAR Specialists for ELAR Principal Asst. Principal Teachers Librarians	All Populations	Increase ELAR scores Increase student achievement Develop life-long readers	Review student Reading and Writing performance scores on the following: STAAR (S) TELPAS (S) Benchmarks (F/S) Mini Assessments Six Weeks Assessments TANGO LION Reading Meeting Agendas Presenter Evaluations PLC Minutes

***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
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(ESL) English as a Second Language	(ED) Economically Disadvantaged
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug.-May 2020-2021	<p>English Language Arts and Reading (ELAR): 6th -12th Grade</p> <p>INITATIVE 5: RGCCISD increase student achievement by implementing and aligning curriculum, based on TEKS and data driven results</p> <p>S-1 Implement the following strategies/trainings to increase English Language Arts and Reading scores: A-1 Provide new textbook adoption support/training to teachers A-2 Provide online platform support for teachers and student resources (HMH/Savvas-Realize Pearson) A-3 Provide TANGO/ETAZO/Lion Reading online training support to campus personnel A-4 Utilize checkpoints through TANGO for data reports/progress monitoring A-5 Correlate daily instructional practices using supplemental resources for additional skills practice. A-6 Provide TEKS Resource System training/support for teachers to optimize program efficacy. A-7 Conduct campus visits (online/face to face) to facilitate data, instructional strategies, identified need and/or concerns. A-8 Provide resources gathered via teacher feedback to facilitate instructional delivery. A-9 Coordinate PLC department meetings district-wide to coordinate high-yield level strategies A-10 Provide teachers training in reading and writing strategies through the following presenters/organizations: <ul style="list-style-type: none"> Lead4ward Jane Schaffer Writing IXL Region 1 ESC A-12 Coordinate and align curriculum writing district-wide for all campuses</p>	<p>SCE Funds: TEKS Resource System (\$61,554—SCE 199)</p> <p>State Adopted Text Region One ESC \$1,000(199) Lead4ward \$11,800 SCE(199)</p> <p>*STAAR Blueprints *Frequency Duration Blueprints</p> <p>District Curriculum Guides \$26,100 Title IV (289) Google Shared Drives</p> <p>IXL \$33,929 SCE (199)</p> <p>Title II, Part A Funds Title III, Part A Funds</p>	<p>Asst. Supt. for Academics Director for ELAR Specialists for ELAR</p> <p>Principal Asst. Principal Teachers Librarians ESOL Teacher</p>	All Populations	<p>Increase ELAR scores Increase student achievement</p> <p>Develop life-long readers</p>	<p>Review student Reading/Writing performance scores on the following:</p> <p>LION Reading Benchmarks (F/S) TELPAS (S) STAAR/EOC (S)</p>

***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
		(HSA) High School Allotment

****Special Populations Targeted**

(ESL) English as a Second Language	(ED) Economically Disadvantaged
(BIL) Bilingual	(SE) Special Education
(AR) At Risk	
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug.-May 2020-2021	<p>MATH: PK—2ND Grade</p> <p>INITIATIVE 6: RGCCISD will implement a comprehensive Math program in grades PK—2nd grade to improve student performance.</p> <p>S-1 PK-2nd grade teachers will focus on the skills using estimation, solution strategies, mathematical representation, and evaluating reasonableness along with basic computations using the following activities.</p> <p>A-1 PK-2nd grade will implement small group instruction/intervention in the classroom to address individual student needs.</p> <p>A-2 PK-2nd grade teachers will incorporate estimation, solution strategies, mathematical representation, and evaluate reasonableness into their weekly lesson plans.</p> <p>A-3 PK-2nd will use supplemental math manipulatives to enhance lessons.</p> <p>A-4 K-1st Grade teachers will attend Pearlized Math training and implement the curriculum daily.</p> <p>A-5 2nd Grade teachers will attend Sharon Wells training and implement the curriculum daily.</p> <p>A-6 1st – 2nd grade teachers will utilize daily math journals</p> <p>A-7 Provide training for teachers in mathematics problem solving strategies.</p> <p>A-8 Utilize district made paper packets and online instructional materials</p>	<p>SCE Funds: State Adopted Text Supplemental Resource Materials Teacher-Made Materials TEKS Resource System \$61,554 SCE(199) TEKS Guide TX PK Guidelines CLI Engage Math Manipulative Kits Pearlized Math \$25,572—SCE (199) Sharon Wells (2nd) \$45,584—SCE (199) Math Training, Resource and Supplies: \$50,000—SCE (199)</p> <p>Paper packets and Online Instructional materials</p>	Asst. Supt. for Academics Dir. for Mathematics Principal Asst. Principal Teachers	All Populations	Ensure student gains by at least 3%	<p>Review student Math performance scores on the following:</p> <p>TANGO LION Math Mini assessments Six Weeks Assessments</p> <p>Meeting agendas Presenter evaluations PLC minutes</p>

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



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Aug.-May 2020-2021	<p>MATH: 3rd—5th Grade</p> <p>INITIATIVE 7: RGCCISD will implement a comprehensive math program that will address strategies and activities that target problem solving.</p> <p>S-1 Improve student performance by focusing on problem solving using estimation, reasonableness, and solution strategies.</p> <p>A-1 Implement the Sharon Wells program in daily instruction (3rd – 5th).</p> <p>A-2 Utilize small group instruction to address different styles of learning.</p> <p>A-3 Follow the District’s Curriculum Scope and Sequence.</p> <p>A-4 Utilize educational games to reinforce student learning of skills.</p> <p>A-5 Promote activities for drill practice of basic computation skills.</p> <p>A-6 Enhance problem-solving strategies with “Problem of the Day”</p> <p>A-7 Utilize the Six-Weeks Sharon Wells tests to target mastery of specific skills.</p> <p>A-8 Utilize supplemental math manipulatives to enhance lessons</p> <p>A-9 Utilize district math benchmarks to regroup students and meet their individual needs.</p> <p>A-10 Utilize district made paper packets and online instructional materials</p>	<p>SCE Funds: TEKS Resource System \$61,554—SCE (199) State Adopted Text Supplemental Resource Materials Teacher-Made Materials STAAR/TEKS Guide Math manipulative kits Sharon Wells (3rd-5th) \$45,584—SCE (199)</p> <p>Paper packets and Online Instructional materials</p>	Asst. Supt. for Academics Dir. for Mathematics Principal Asst. Principals Teachers	All Populations	Ensure student gains by at least 3%	<p>Review student Math performance scores on the following: STAAR (S) Benchmarks (F/S) TANGO LION Math Mini assessments Six Weeks Assessments</p> <p>Meeting agendas Presenter evaluations PLC minutes</p>

***Funding Source:**

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(TIA) Title I, Part A	(TII) Title II, Part A	(SGT) Gifted & Talented
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Aug.-May 2020-2021	<p>MATH: 6th—12^h Grade</p> <p>INITIATIVE 8: RGCCISD will implement a comprehensive math program that will address strategies and activities that target problem solving.</p> <p>S-1 Improve student performance by focusing on problem solving using estimation, reasonableness, and solution strategies.</p> <p>A-1 Implement the 5 E Instructional Model in daily instruction.</p> <p>A-2 Utilize small group instruction to address different styles of learning.</p> <p>A-3 Follow District's Curriculum Scope and Sequence.</p> <p>A-6 Promote activities for drill practice of basic computation skills.</p> <p>A-7 Enhance problem-solving strategies with "Problem of the Day"</p> <p>A-8 Utilize the Six-Weeks tests to target mastery of specific skills.</p> <p>A-9 Provide students with 'hands-on' opportunities.</p> <p>A-10 Utilize Agile Mind in the secondary campuses to target their campus goals.</p> <p>A-11 Utilize paper instructional packets and/or At-Home Distance Learning with virtual lessons</p>	<p>SCE Funds: TEKS Resource System \$61,554—SCE (199) State Adopted Text Supplemental Resource Materials STAAR/EOC Materials TEKS Guides Agile Mind \$67,495 SCE (199) \$50,000—SCE (199)</p> <p>Agile Mind Google Classroom Blackboard Paper Instructional Packets for six weeks of instruction</p>	<p>Asst. Supt. for Academics Dir. for Mathematics Principal Asst. Principals Deans Teachers</p>	All Populations	Ensure student gains by at least 3%	<p>Review student Math performance scores on the following: STAAR/EOC (S) Benchmarks (F/S) TANGO LION Math Mini assessments Six Weeks Assessments</p> <p>Meeting agendas Presenter evaluations PLC minutes</p>

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Aug.-May 2020-2021	<p>SCIENCE: PK – 12th Grade</p> <p>INITIATIVE 9: Implement a PK-12th grade instructional program in the area of Science based TEKS.</p> <p>S-1 Utilize the Science state adoption in Kinder- 12th grade</p> <p>A-1 Utilize District Scope and Sequence</p> <p>A-2 Utilize District's recommended time-line for Science K-12th</p> <p>A-3 Utilize the 5 E Instructional Model</p> <p>S-2 Purchase Science Experiment Toolkits for Science teachers.</p> <p>S-3 Provide 5th grade students with science lab instruction three times a week.</p> <p>S-4 Provide opportunities for all PK-12th grade teachers to attend workshops</p> <p>S-5 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.</p> <p>S-6 Provide Science instruction through At-Home Distance/virtual Learning</p> <p>S-7 Purchase Kesler Science subscription for 6th-8th grade students</p> <p>S-8 Provide curriculum writing opportunities for science teachers (PK-12th)</p>	<p>SCE Funds:</p> <p>TEKS Resource System \$61,554—SCE (199)</p> <p>TEKS Guide</p> <p>Science Journals</p> <p>Teacher-made Materials</p> <p>STAAR/EOC Materials</p> <p>CLI Engage</p> <p>Title III, Part A Funds</p> <p>Foundations in Teaching \$34,200</p> <p>Instructional packets</p> <p>Region One ESC</p> <p>\$5,000—SCE (199)</p> <p>\$32,400—Title IV (289)</p>	<p>Asst. Supt. for Academics</p> <p>Dir. For Science & Soc. Stud.</p> <p>Principal</p> <p>Asst. Principals</p> <p>Deans</p> <p>Teachers</p>	All Population	<p>90% of students will explain science related activities.</p> <p>80% of students will make necessary gains indicated in performance objectives for respective grade-levels</p> <p>Continue to improve and sustain ed. student performance throughout distance learning</p>	<p>Benchmarks (F/S) STAAR/EOC Performance (S) Frog Street (PK3) OWL (PK4)</p> <p>Mini assessments Six Weeks Assessments</p> <p>Meeting agendas Presenter evaluations PLC minutes</p> <p>Completion of Activities/Grades</p>

***Funding Source:**

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

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Aug.-May 2020-2021	<p>SOCIAL STUDIES: PK-12TH Grade</p> <p>INITIATIVE 10: Implement a PK-12th grade instructional program in the area of Social Studies based TEKS</p> <p>S-1 Use aligned lessons to emphasize topic and build foundation Social Studies strands and skills. A-1 Implement District's time-line for K-12th grades A-2 Use IFDs and Backward design to plan for lessons aligned to the SEs on the YAG A-3 Implement aligned assessments by units of study A-4 Employ the 5 E Instructional Model</p> <p>S-2 Use the Social Studies state textbook adoptions in grades K-12th to cover subject matter and specific coursework to build a foundation in history. A-1 Implement the use of YAGs, IFDs, VADs to ensure TEKS alignment in lessons planned A-2 Implement the use of instructional resources to include STAAR/EOC resources and supplemental resources</p> <ul style="list-style-type: none"> STAAR Released Items STAAR SEs Frequency Distribution STAAR Blueprints STAAR Eligible TEKS for Assessment STAAR Vocabulary <p>S-3 Provide Professional Learning opportunities for K-12th grade teachers in the area of Social Studies A-1 Provide training in the K-5th Grade Social Studies Streamlined TEKS, TEKS Resource System, Social Studies strategies, and 5E Lesson Plan Model. A-2 Provide Training for Social Studies strategies through consultation services including</p> <ul style="list-style-type: none"> Lowman, LLC Social Studies Success, LLC 	<p>SCE Funds: TEKS Resource System \$61,554— SCE (199) STAAR/EOC Supplemental Materials Lead4ward</p> <p>Region One ESC \$16,000 Title IV</p> <p>CLI Engage Foundations in Teaching \$20,000—SCE (199)</p> <p>Migrant S.S. Camps \$85,000- Title I, Part C Migrant (212)</p> <p>Lowman, LLC \$5,760 SCE (199) Dawn Zinas \$9,000 SCE (199)</p>	<p>Asst. Supt. for Academics Dir. for Science & Soc. Stud. Principals Asst. Principals Deans Teachers</p>	<p>All Populations</p>	<p>Increase student performance in state assessments</p> <p>Improve critical reading skills</p> <p>Build a foundation in history, geography, economics, government, citizenship, culture, science technology, society and social studies skills</p>	<p>Mini assessments Six weeks assessments Benchmarks (F/S) STAAR/EOC (S) TELPAS (S)</p> <p>Frog Street(PK3) OWL(PK4)</p> <p>Curriculum binders Gmail Shared Drives</p> <p>Presenter evaluations Meeting agendas PLC minutes</p>

***Funding Source:**

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(SCE) State Compensatory Education	(IBP) IDEA-B-Preschool
(TIA) Title I, Part A	(TII) Title II, Part A
(TIM) Title I, Part C- Migrant	(TIII) Title III-LEP
(CTE) State Career & Tech. Education	(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**

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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Aug.-May 2020-2021	<ul style="list-style-type: none"> Foundations In Teaching Dawn Zinas Lead4ward Region One ESC <p>S-4 Provide curriculum development opportunities to align Social Studies TEKS to the unit/textbook adoptions in K-12th Grade</p> <p>S-5 Provide funding resources for the implementation of hands-on activities in Social Studies to implement strategies to build retention and comprehension</p> <p>S-6 Provide At-Home Distance Learning with virtual lessons and/or paper packets.</p> <p>A-1 Utilize TEKS Resource System</p> <p>A-2 At-Home Learning Platforms (Teacher led)</p> <ul style="list-style-type: none"> Google Classroom Blackboard Online Sites <p>A-3 Instructional packets by instructional units for 6 weeks of instruction</p> <ul style="list-style-type: none"> By grade/subject/week TEKS in timeline Assessments in timeline Activities measured by open-ended or multiple choice Alignment between assigned work and lessons taught and assessments given in grade/subject Utilize a combination of teacher led virtual classes with paper packets. 	<p>SCE Funds: TEKS Resource System \$61,554—SCE (199) STAAR/EOC Supplemental Materials Lead4ward \$5,900 SCE (199) Region One ESC</p> <p>CLI Engage Foundations in Teaching \$20,000—SCE (199)</p> <p>Migrant S.S. Camps \$85,000- Title I, Part C Migrant (212)</p> <p>Google Classroom Online sites Instructional packets</p>	<p>Asst. Supt. for Academics Dir. for Science & Soc. Stud. Principals Asst. Principals Deans Teachers</p>	All Populations	<p>Increase student performance in state assessments</p> <p>Improve critical reading skills</p> <p>Build a foundation in history, geography, economics, government, citizenship, culture, science technology, society and social studies skills</p> <p>Continue to improve and sustain ed. student performance throughout distance learning</p>	<p>Mini assessments Six weeks assessments Benchmarks (F/S) STAAR/EOC (S) TELPAS (S) Frog Street(PK3) OWL(PK4)</p> <p>Curriculum binders Gmail Shared Drives</p> <p>Presenter evaluations Meeting agendas PLC minutes</p> <p>Completion of Activities/Grades</p>
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***Funding Source:**

(LOC)	Local	(IBF)	IDEA-B-Formula (Sp. Ed.)
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(TIA)	Title I, Part A	(TII)	Title II, Part A
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Aug.-May 2020-2021	<p>INITIATIVE 11: Continue implementation of the Response to Intervention (RTI) Program to enhance and improve students' reading performance</p> <p>S-1 Continue a literacy research (evidenced)-based program allowing consistent transition throughout the grade levels.</p> <p>A-1 Coordinate staff development to cont. effective literacy acquisition strategies in PK-12th.</p> <p>A-2 Utilize TANGO LION for Progress Monitoring</p> <p>A-3 Utilize Imagine Learning daily PK-8th grade.</p> <p>A-4 Utilize a three-tiered intervention model for reading intervention services at all levels.</p> <p>A-5 Utilize practices that focus on language structure, vocabulary development and reading fluency</p> <p>A-6 Utilize library services</p> <p>A-7 Utilize resources to develop fluency</p> <p>A-8 Utilize Grade Level Books from PK-1st and Chapter Books from 2nd-12th.</p> <p>A-9 Ensure schedules and lesson plans provide extended opportunities for varied types of readings</p> <p>A-10 Provide for practice of reading through activities such as:</p> <p style="padding-left: 40px;">--Paired Reading --Guided Reading</p> <p style="padding-left: 40px;">--Echo Reading --Shared Reading</p> <p style="padding-left: 40px;">--Interactive reading --Literacy Circles</p> <p style="padding-left: 40px;">--Buddy Reading</p> <p>A-11 Provide for practice of writing through activities such as:</p> <p style="padding-left: 40px;">--Shared writing --Independent writing</p> <p style="padding-left: 40px;">--Guided writing</p>	<p>SCE Funds: Response to Intervention Model TEKS Resource System \$61,554—SCE (199) Region One ESC</p> <p>Imagine Learning \$157,350—SCE (199)</p> <p>TANGO LION Reading \$195,121—SCE (199)</p>	<p>Asst. Supt. for Academics District Directors Principals Asst. Principals Deans Support Teachers Teachers Instructional aides</p>	All Populations	<p>Increase student proficiency in Reading</p> <p>Improve fluency and proficiency in reading for at-risk population</p>	<p>Review student performance scores on the following: STAAR/EOC (S) TELPAS (S) District Benchmarks (F/S)</p> <p>TANGO LION Reading CPALLS</p>

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Aug.-May 2020-2021	INITIATIVE 12: 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: <ul style="list-style-type: none"> • UIL Events • Music • Sports A-1 Recruit the Coach and/or Sponsors A-2 Set specific criteria for student participation	Region One ESC	Central Office Admin. Principal Asst. Principals Deans Teachers	All Populations	Provide a high level of motivation to enhance learning	Student participation Competition placements (F)
Aug.-May 2020-2021	INITIATIVE 13: 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. <ul style="list-style-type: none"> A-1 Conduct virtual meetings with parents on the importance of daily attendance. 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. S-2 Establish a consistent system of making home visits on students with excessive number of absences.	Region One ESC Daily Attendance Reports Title I, Part A Funds Title I, Part C Funds Title III, Part A Funds	Director for Support Services Truancy Admin. 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)

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Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug.-May 2020-2021	<p>A-1 Review the daily attendance classroom folder and before 9:00 a.m., identify at the campus level the students who are absent</p> <p>A-2 Follow up with visit and fill out appropriate forms for parent contact.</p> <p>A-3 Contact truancy officer for home visits on students with excessive absences.</p> <p>INITIATIVE 14: Recognize and reward students with perfect attendance.</p> <p>S-1 Establish a systematic plan for rewards and recognition.</p> <p>A-1 Recognize students who come to school with a special plan of incentives that includes:</p> <ul style="list-style-type: none"> • Weekly announcements • Six-Week Awards • Semester Awards • End-of-Year Awards <p>A-2 Annual Perfect Attendance: Trophies and Certificates</p>	<p>Daily Attendance Reports</p> <p>\$14,000—SCE (199)</p> <p>\$40,000—SCE (199)</p>	<p>Director for Support Services</p> <p>Attendance & Adjudication Administrator</p> <p>Principal</p> <p>Asst. Principals</p> <p>PEIMS/Attendance Clerk</p> <p>Teachers</p>	All Populations	<p>Make parents accountable for their child's daily attendance</p> <p>Improve the average daily attendance</p>	<p>Assess Texas Academic Performance Reports (TAPR) on student average daily attendance. (S)</p> <p>Increase ADA by 1% (S)</p>
Aug.- May 2020-2021	<p>INITIATIVE 15: RGCCISD will provide and support advanced academic services for students in 9th – 12th grades.</p> <p>S-1 Provide Pre-AP, AP and Dual Enrollment courses for students to expand their academic opportunities.</p> <p>A-1 Utilize Pre-AP/AP classrooms for progress through unit checkpoints and assessments.</p> <p>A-2 Engage students in pre-AP/AP coursework</p> <p>S-2 Provide Pre-AP, AP and Dual Enrollment courses for students to earn high school credit and placement in college.</p> <p>S-3 Ensure that Pre-AP and AP teachers attend the APSI Institute to receive the necessary training and curriculum framework provided by the College Board</p> <p>S-4 Ensure Online Module Series are used for teacher and leader participation in the Pre-AP program for 20-21 Pre-AP designated schools.</p> <p>S-5 Renew fees with College Board</p>	<p>College Board MOUs w/ local universities</p> <p>\$40,000—Title IV (289)</p> <p>\$10,000-Title IV (289) 199, SCE</p> <p>\$28,000-Title IV, 199 SCE</p>	<p>Dir. for Advanced Academics</p> <p>Principal</p> <p>Asst. Principals</p> <p>Deans</p> <p>Teachers</p>	Pre-AP and AP students	<p>Improve students participation and performance in Pre-AP and AP courses</p>	<p>AP Exam Scores (S)</p> <p>Pre-AP/AP Unit Checkpoints (F)</p> <p>Pre-AP/AP Performance Tasks (F)(S)</p> <p>STAAR EOC (S)</p> <p>TAPR Report (S)</p> <p>Report on College Credits earned by students (F)</p>

***Funding Source:**

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

****Special Populations Targeted**

(ESL) English as a Second Language	(ED) Economically Disadvantaged
(BIL) Bilingual	(SE) Special Education
(AR) At Risk	
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



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 2021 STAAR/EOC administration, and to succeed on their post-secondary education endeavors.

Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug.-May 2020-2021	INITIATIVE 1: RGCCISD will implement educationally evidenced-based instructional arrangements at all grade levels PK-12th grade. S-1 RGCCISD will continue to utilize self-contained and departmentalized instructional settings; heterogeneous grouping at all grade levels. S-2 Homogeneous grouping will be evident only at the Gifted and Talented Magnet Schools (1-8) 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. A-1 Utilize the STEMScope Science and Math digital programs at magnet elementary. A-2 Enhance elem. and secondary academic enrichment programs	SCE Funds: TEKS Region One ESC National Standards TEA mandates for graduation Title IV \$20,000	Dir. for Adv. Academics Principals Asst. Principals Deans Teachers Librarian	All Populations	Improved students' schedules to meet their academic needs and enhance their learning	Assess student performance scores on the following: STAAR/EOC (S) TELPAS (S) District Benchmarks (F/S) TANGO LION Rdg./Math CPALLS
Aug.-May 2020-2021	INITIATIVE 2: RGCCISD will foster a school library program which will ensure that students and staff are effective users of ideas and information S-1 Students and teachers will have access to materials in multiple formats at different levels for all student populations. A-1 Provide motivating reading materials, references, and literature based resources to enhance student and staff learning. A-2 Provide a balance between print, multimedia and electronic resources.	TEKS Region One ESC \$35,000—SCE (199) Resources: Tex Quest, Brain Hive, Gale, Brain Pop, Power Videos, EBSCO, etc. Nat. Standards	Director for Library Serv. Principal Asst. Principals Teachers Librarian Paraprofessionals	All Populations	Improve stud. & staff use of the library to enhance learning. Students will have the opportunity to visit the library a minimum of once a week	Assess student performance scores on the following: STAAR/EOC (S) TELPAS (S) District Benchmarks (F/S) TANGO LION Renaissance Learning (F)

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2020-2021



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Aug.-May 2020-2021	<p>A-3 Provide access to resources via the Internet including facilities and/or building space to accommodate student computer workstations.</p> <p>A-4 Provide a library program which promotes literacy for all students, which may include the use of e-books and tech.</p> <p>A-5 Provide opportunities to students and staff to implement the following:</p> <ul style="list-style-type: none"> access information efficiently and effectively appreciate literature practice ethical behavior in regard to accessing information through technology School Age Library Learning (Ages 4-11) Teen Library Services (Ages 12-18) Outreach Efforts (All Ages) Serve all special populations (All Ages) Elementary campuses will participate in Battle of the Books through Region 1 ESC <p>A-6 Provide opportunities for PK-12 students and staff to experience “Revive History Theatre” and “Sea of Authors.”</p>	<p>TEA Region One ESC Resources & Professional Development Opportunities for Librarians National Standards \$35,500—SCE (199)</p>	<p>Director for Library Services Director for Technology Principal Asst. Principals Deans Teachers Librarian</p>	All Populations	Improve student and staff use of the library to enhance their learning	<p>Class/Student Schedules (F) Library Logs for Daily entries (F)</p>
Aug.-May 2020-2021	<p>INITIATIVE 3: RGCCISD will support the implementation of Early Childhood programs at our elementary campuses.</p> <p>S-1 RGCCISD will facilitate the transition of students from Head Start to the Public School.</p> <p>A-1 Invite parents of Head Start students to campus meetings</p> <p>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.</p>	<p>Bright Beginnings for Migrants (3 & 4 yr. olds) \$190,000—Title I, Part C—Migrant (212) TANGO \$195,120—SCE (199)</p>	<p>Dir. for Early Childhood Early Childhood Lead Teachers Central Office Personnel Principal Asst. Principal Teachers Instructional aides</p>	At-Risk, ED and EL Population	Orientate students and parents to our campus facilities as well as all campus rules and procedures	<p>Meeting Agendas Sign-In Rosters</p>

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Aug.- May 2020-2021	<p>S-2 Provide a full day Pre-K Program for eligible students who are three and four years of age as of September 1st.</p> <p>A-1 Implement the District Pre-Kinder curriculum which includes teaching the structure of language in a systematic and sequential manner.</p> <p>A-2 Utilize all the necessary resources for effective implementation of the Pre-Kinder curriculum</p> <p>A-3 Ensure the utilization of classroom technology in the Pre-K setting.</p>	TEA TX Pre-K Guidelines	<p>Dir. for Early Childhood</p> <p>Early Childhood Lead Teacher</p> <p>Support Staff</p> <p>Admin. for Student Services</p> <p>Principal</p> <p>Asst. Principal</p> <p>Teachers</p> <p>Instructional aides</p>	AR Title I Title I Mig. BIL ED	<p>To close the gap of learning for all children</p> <p>To enhance the learning opportunities of all students</p>	<p>Assess the performance of PK3 students using: Developmental Milestones Checklist</p> <p>Walk-Throughs/ T-TESS (F)</p>
Aug.- May 2020-2021	<p>INITIATIVE 4: Implement a variety of instructional arrangements to meet the needs of all students.</p> <p>A-1 Provide opportunities for instructional arrangements such as:</p> <ul style="list-style-type: none"> • 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, Imagine Learning, TANGO LION etc. • 18 Plus Program and Career/Vocational Program 	SCE Funds	<p>Asst. Supt. for Academics</p> <p>Director for Special Services</p> <p>Principals</p> <p>Asst. Principals</p> <p>Librarian</p> <p>Teachers</p> <p>Computer Lab</p> <p>Teachers/Proctors</p>	All Populations	<p>To enhance the learning opportunities of all students</p>	<p>Walk-Throughs/ T-TESS (F)</p> <p>Review students' annual performance using: TANGO LION Reading/Math Benchmarks STAAR/EOC (S) TELPAS (S) CPALLS(PK4)</p>

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Aug.-May 2020-2021	INITIATIVE 5: RGCCISD will ensure all homeless/foster students are identified and provided with the necessary services as needed such as: <ul style="list-style-type: none"> 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 met 	\$5,000—Title I, Part A (212)	Student Services Administrator Federal Programs Director 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 STAAR/EOC (S)
Aug.-May 2020-2021	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. <p>S-1 Purchase supplies, resources and equipment for CTE courses as stated in the program application and evaluations.</p> <p>S-2 Provide innovative CTE courses to assist graduating students to obtain at least one industry-based certification.</p> <p>S-3 Provide expenses for consulting services and Memorandum of Understanding (MOUs) with local colleges/entities to benefit CTE Programs.</p> <p>S-4 Identify and provide expenses for professional development needs of CTE staff and education partners to provide quality education for all students.</p>	TEA Guidelines \$142,300—Carl D. Perkins (244)	CTE Strategist CTE Industry-Based Strategist 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

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Aug.-May 2020-2021	<p>INITIATIVE 7: 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.</p> <p>S-1 Provide virtual information on graduation and high school requirements.</p> <p>S-2 Schedule Career Day Activities to expose students to different career choices.</p> <p>S-3 Identify College Spirit Day in all campuses.</p> <p>S-4 Teach time management, organization, study and research skills through guidance lessons.</p> <p>S-5 Visit colleges and universities.</p> <p>S-6 Provide virtual TSI, ACT, and SAT preparation sessions and testing opportunities.</p> <p>S-7 Establish a District College & Career Readiness Committee</p> <p>S-8 Provide FAFSA Application preparation sessions for students</p>	<p>SCE Funds TEA High School Graduation Requirements Region One ESC</p> <p>\$1,500 Title I, Part C Migrant (212) \$800,000 Title I, Part A (211)</p>	<p>Asst. Supt. for Academics Principals Deans Asst. Principals Counselors Teachers</p>	All populations	<p>Prepare students to enter post-secondary education</p> <p>Increase the number of students prepared to take college entrance exams</p>	<p>Scheduled Career Days at each campus (F)</p> <p>Counselor Logs and Sign-In Rosters (F)</p> <p>Meeting Agendas and Sign-In Rosters (F)</p> <p>Increased student performance in college entrance exams (S)</p> <p>Increased student enrollment in post-secondary institutions (S)</p>

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



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 2021 STAAR/EOC administration.

Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug.- May 2020-2021	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-2 Provide instruction in primary language for Reading, Lang. Arts, Math, Science, and Soc. Studies. S-3 All EL students will participate with English speaking students during Art, Music, P.E., and other electives.	TEKS Bilingual Program Manual Region One ESC OWL (PK4) FrogStreet (PK3) Title III, Part A Funds SCE Funds	Bilingual Director Bilingual Strategists 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 Summit K-12
Aug. - May 2020-2021 (20 Days from Initial Entry)	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. S-2 LPAC committee will adhere to appropriate placement of all EL students into the Bilingual Prog. on a monthly basis S-3 Maintain an evaluation system to monitor student progress. A-1 Administer the Pre-LAS(PK3/4) and LAS Links in English/Spanish (K-2)	199 State Bilingual Funds SCE Funds TEKS Bilingual Program Manual Region One ESC LPAC Committee Procedures	Bilingual Director Bilingual Strategists Principal Asst. Principal Teachers Instructional aides LPAC Campus Committee	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 Summit K-12

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Aug.- May 2020-2021	<p>A-2 Administer District Benchmarks for Bilingual students in grades 3-5th.</p> <p>A-3 Monitor student progress using the following programs:</p> <ul style="list-style-type: none"> TANGO LION/Imagine Learning Reports Weekly/Six weeks' tests District Benchmarks <p>S-4 Administer the state mandated assessments to LEP students in grades Kinder to 5th grade.</p> <p>A-1 Train staff on the administration of the following tests and/or monitoring systems:</p> <ul style="list-style-type: none"> CPALLS Progress Monitoring TELPAS Observation Protocol LION Reading Summit K-12 Program <p>A-2 Utilize Imagine Learning in grades PK3-8th grade daily.</p> <p>A-3 Administer the TELPAS in grades 3rd - 5th.</p>	<p>SCE (199) Funds</p> <p>St BE Funds</p> <p>LPAC Binder</p> <p>Region One ESC Gateway</p> <p>Online(Region20)</p> <p>Frog Street (PK3)</p> <p>OWL(PK4)</p> <p>TANGO \$195,000—</p> <p>SCE (199)</p> <p>Imagine Learning</p> <p>\$157,350 --SCE(199)</p>	<p>Bilingual Director</p> <p>Principal</p> <p>Asst. Principal</p> <p>Teachers</p> <p>Instructional aides</p>	<p>TIM</p> <p>ESL</p> <p>BIL</p> <p>SE</p>	<p>Increase Knowledge of LPAC procedures.</p> <p>Improve the performance of EL Students</p>	<p>LPAC Minutes</p> <p>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 Summit K-12</p>
Aug. - May 2020-2021	<p>INITIATIVE: 3: Ensure that the appropriate Bilingual instruction is provided to facilitate transition for EL students</p> <p>S-1 Implement appropriate time and treatment to transition through Dual Lang. & Early Exit Models & ESL Pull out.</p> <p>A-1 Conduct a needs assessment of program materials.</p> <p>A-2 Monitor the implementation of transitional guidelines.</p> <p>S-2 To ensure the EL students transition at the appropriate time, utilize the following activities:</p> <p>A-1 Follow the transitional guidelines and TEKS/ELPS guide</p> <p>A-2 Adhere to the district timeline</p> <p>A-3 Reinforce acquisition of language through BE/ESL component of the state adopted textbook.</p>	<p>SCE Funds</p> <p>St BE Funds</p> <p>Title III, Part A</p> <p>TEKS/ELPS</p> <p>TX PK Guidelines</p> <p>Bilingual Program Manual</p> <p>Region One ESC</p> <p>LPAC Framework (TXELL)</p> <p>TEA</p>	<p>Bilingual Director</p> <p>Principal</p> <p>Asst. Principal</p> <p>Classroom</p> <p>Teachers</p> <p>LPAC Committee</p>	<p>TIM</p> <p>ESL</p> <p>BIL</p> <p>SE</p>	<p>Improve the performance of EL Students</p>	<p>Review scores to evaluate annual campus goals attainment: STAAR Data (S) TELPAS (S) District Benchmarks (F/S) Six Weeks Assessments CPALLS TANGO LION Summit K-12</p>

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Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug.-May 2020-2021	<p>A-4 Utilize the computerized programs such as Imagine Learning/LION, Education Galaxy to support daily instruction.</p> <p>A-5 Utilize SIOP Strategies and ELPS Standards in daily instruction to support content and language objectives.</p> <p>INITIATIVE 4: Provide an ESL/Pull-Out Model for English Learners to attain full proficiency in English in order to participate equitably in school.</p> <p>S-1 Utilize Rosetta Stone for students during the first 3 years in U.S. Schools.</p> <p>S-2 Utilize Summit K-12 Program to improve TELPAS scores through language acquisition in reading, writing, listening, and speaking.</p> <p>S-3 Implement ESL and Sheltered Instruction Observation Protocol (SIOP) strategies to facilitate language development.</p>	<p>SCE Funds SBE Funds Title III, Part A TEKS/ELPS TEKS Resource System (\$61,554—SCE 199) Bilingual Program Manual Dual Language Components Region One ESC Gateway Online TEA</p>	<p>Principal Asst. Principal Teachers BE/ESL Teacher Bilingual Director Bilingual Strategists LPAC Committee</p>	<p>TIM ESL BIL SE</p>	<p>Improve the performance of EL & Bilingual Students</p>	<p>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) DL Classroom Walk-through Student sample work Summit K-12</p>
Aug.-May 2020-2021	<p>INITIATIVE 5: Reinforce the One-Way Dual Language Program for Elementary English Learners to be bilingual, bicultural & biliterate by the end of 5th grade.</p> <p>S-1 Provide staff development and teacher supplemental activities to reinforce program in both languages (Span/Eng)</p> <p>S-2 Utilize instructional videos to support language acquisition in two languages (Spanish/English)</p> <p>S-3 Practice journal writing in two languages (Spanish/English)</p> <p>S-4 Have students work in bilingual pairs and practice Language of the Day</p> <p>S-5 Follow all Dual Language time and treatment and implementation guidelines</p> <p>INITIATIVE 6: The Bilingual/ESL Dept. will work via Distance learning & Instructional packets as needed.</p>	<p>Rosetta Stone Software Program Summit K-12 (\$102,000-SBE)</p> <p>Google Classroom, Remind, Ed. Galaxy, Imagine Learning, Rosetta Stone, Summit K-12</p>				

***Funding Source:**

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(SCE)	State Compensatory Education	(IBP)	IDEA-B-Preschool
(TIA)	Title I, Part A	(TII)	Title II, Part A
(TIM)	Title I, Part C- Migrant	(TIII)	Title III-LEP
(CTE)	State Career & Tech. Education	(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	(SE)	Special Education
(AR)	At Risk		
(GT)	Gifted and Talented		



RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



Aug.-May 2020-2021	<p>MIGRANT POPULATION:</p> <p>INITIATIVE 1: Provide opportunities for implementation of migrant services to ensure maximum performance of migrant students.</p> <p>S-1 Participate in the recruitment of migrants and follow through with appropriate educational services using the appropriate safety provision stipulated by County Officials.</p> <p>A-1 Identify and recruit via phone interviews, following the Migrant Ed. Program guidelines provided by the state through Region One trainings.</p> <p>S-2 Follow through with appropriate district requirements in the identification process of all migrants including 3 year olds maintaining consistent and meaningful communication and identification.</p> <p>A-1 Identify and recruit via phone interviews, following the Migrant Ed. Program guidelines provided by the state through Region One trainings.</p> <p>S-3 Provide instructional opportunities to accelerate learning for all migrants, including Bright Beginnings for 3 & 4 year olds and using Migrant Tutors at each campus.</p> <p>S-4 Provide opportunities for all migrants to attend tutorial programs and extra-curricular activities by staying connected via technology.</p> <p>A-1 Morning Tutorials</p> <p>A-2 Extended day tutorials</p> <p>A-3 Saturday tutorials (secondary schools)—OEY (Optional Extended Week).</p> <p>A-4 College First CAMPS</p> <p>A-5 Summer program, including Project SMART—OEY (Optional Extended Year) via distance learning</p> <p>A-6 Outreach and advocacy via telephone, Zoom, Google Classroom, Padlet, XL, and other platforms/technologies</p>	<p>Migrant Tutors: \$111,570—Title I, Part C—Migrant (212)</p> <p>Masks Gloves</p> <p>Laptops Phones Zoom</p>	<p>Federal Programs Director Migrant Program Coordinator Mig. Counselors Principal Asst. Principal District Migrant Recruiters</p>	<p>Title I Migrant students</p>	<p>Provide Migrants with equal educational opportunities</p>	<p>Review scores on all annual assessments to assess attainment of our annual campus performance goals for all migrants.</p> <p>STAAR Data (S) TELPAS (S) District Benchmarks</p>
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug.-May 2020-2021	<p>S-5 Provide instructional opportunities in the areas of Math, Writing, and Reading to reduce barriers for all identified migrant students.</p> <p>A-1 Migrant Elem/Middle CAMPS for Writing</p> <p>A-2 Migrant Middle School CAMPS for Social Studies</p> <p>A-3 Migrant High School CAMPS for English I EOC and English II EOC</p> <p>A-4 Provide Migrant Tutors to assist identified migrant with Priority for Services (PFS) during the educational day.</p> <p>A-5 Hold a school supply drive for all migrant students.</p> <p>A-6 Hold a Healthy/Hygiene Drive for ABB and OSY migrant students.</p> <p>A-7 Facilitate communication between migrant tutors and migrant students to provide academic support via distance learning.</p> <p>A-8 Maintain and continue to run Priority for Service (PFS) monthly reports and other essential NGS reports to continue to provide needed support.</p> <p>A-9 Support communication between migrant families and their schoolteachers, principals and other campus representatives.</p> <p>A-10 Provide and facilitate technology support by providing 988 laptops, 75 hotspots and other technology to maximize accessibility to distance learning.</p>	<p>College First CAMPS: \$85,000—Title I, Part C Migrant (212)</p> <p>Project SMART: \$70,000—Title I, Part C Migrant (212)</p> <p>Tutors: \$111,570—Title I, Part C Migrant (212)</p> <p>Title I, Part C Migrant(212) \$419,665 \$37,908 Laptops School Supplies Hygiene Kits</p>	<p>Federal Programs Director</p> <p>Migrant Program Coordinator</p> <p>Principal</p> <p>Asst. Principal</p> <p>Teachers</p> <p>District Migrant Recruiters</p> <p>Mig. Strategist and Counselors</p>	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

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**RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2020-2021**



RIO GRANDE CITY CISD

Migrant Education Program Title I, Part C Priority for Service Action Plan 2020-2021



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:**

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(TIM) Title I, Part C- Migrant
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



Priority for Service (PFS) Action Plan for Migrant Students 2020-2021

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 whom to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> For students in grades K-2, who have been retained, or are overage for their current grade level.

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:**

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: Rio Grande City CISD	Priority for Service (PFS) Action Plan	Filled Out By: Mrs. Erika Pratt
Region: 1		Date: August 07, 2020

School Year: 2020 - 2021

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).

<u>Goal(s):</u>	<u>Objective(s):</u>
<ul style="list-style-type: none"> 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. Rio Grande City C.I.S.D. will provide instructional support and advocacy for Priority for Service students to reduce stress and encourage communication, during these unprecedented times of COVID-19, with their educators and other vital personnel. 	<ul style="list-style-type: none"> 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 contact, 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. 70% of Priority for Service students and migrants will have virtual access to a migrant tutor and to a migrant teacher/counselor to provide the necessary support based on the monthly Priority for Service Report. 70% of Priority for Service students and migrants will be contacted during virtual learning to provide academic support and any necessary supplement to help ease adjustment to distance learning.

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



Texas Education Agency, Special Populations Division, 2018-2019

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	At the beginning of each month	NGS Clerks	Distribution Logs Monthly Copies of PFS Reports via email
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	May-June	Migrant Coordinator, MEP Staff	Needs Checklists, LNA, student profiles, NGS Reports
➤			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	August In-service January In-service	Migrant Coordinator, Migrant Counselor, Migrant Teacher, MEP Staff	Power point presentation, handout, brochure Zoom/Google Meets
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	September-October	Migrant Coordinator, Parental Coordinator, Migrant Counselor, Migrant Teacher, MEP Staff	Agenda, PowerPoint presentation Zoom/Google Meets
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	On-going	MEP Staff	Number of students meeting requirements for grade level promotion or on-time for graduation via email, phone calls and/or Zoom
Additional Activities			

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

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➤ Individual conference with students who appear on PFS Reports and document recommendations for instructional and support services.	Once per Quarter	Migrant counselor, Migrant tutors, Migrant Teacher, MEP Staff	PFS Progress Reviews via email, phone calls, zoom/google meets
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.	Ongoing	Migrant Staff	Student Plans of Actions Support Services Referrals via email, phone calls, Google classroom and/or other platforms
▪ 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.	Ongoing	Migrant Staff	Student Plans of Actions/ Support Services Referrals via email, phone calls, Google classroom and/or other platforms
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Ongoing	Migrant Staff	Student Plans of Actions/ Support Services Referrals via email, phone calls, Google classroom and/or other platforms
Additional Activities			
➤ The LEA will submit monthly PFS reports to Region One. ➤ The LEA will complete individualized PFS Progress Review form to monitor the services and growth of the PFS students once per quarter. ➤ The LEA will submit the PFS Progress Review via Region One's https://esc1.net/PFS .	Ongoing	NGS Clerks, Migrant Coordinator, Migrant Counselor, Migrant Teacher, MEP Staff	Electronically signed contact logs, PFS Progress Reviews, Email

Erika Pratt

LEA Signature

August 13, 2020

Date Completed

ESC Signature

Date Received

Texas Education Agency, Special Populations Division, 2018-2019

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug. - May 2020-2021	<p>AT RISK POPULATION:</p> <p>INITIATIVE 1: Provide intense corrective intervention for closing gaps in student performance in grades 1st through 12th.</p> <p>S-1 Implement structured tutorial programs to target At-Risk population.</p> <p>A-1 Identify the students most at-risk of having Science/Soc.Stud/Reading/Math/Writing difficulties.</p> <p>A-2 Conference and inform parents of the different tutoring programs available for their child.</p> <p>A-3 Place students in tutorial programs such as:</p> <ul style="list-style-type: none"> Extended day tutorials for Rdg., Writ., Math, Sci., & Soc. Stud., incl.SCE Credit Rec. & Credit by Exam Extended Week Program (OEW) Summer School Program (OEY) <p>A-4 Continue with Valued Youth Program and High School Peer Tutor 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.</p> <p>S-2 Implement Response to Intervention program to ensure a strong foundation so students are reading on grade level.</p> <p>A-1 Identify stud. eligible to participate in RTI (K-12)</p> <p>A-2 Provide TANGO LION Intervention Activities (PK3-8)</p> <p>A-3 Provide SIOP (Sheltered Instr.) Strategies (6-12)</p> <p>A-4 Provide training in interventions for staff in grades K-12.</p>	<p>SCE Funds TEKS Resource System \$61,554— SCE (199) Region One ESC</p> <p>Tutorials: \$1,441,469—Title I, Part A (211)</p> <p>Summer School: \$800,000—SCE (199) Title IA, Title IC, Title II, Title III, Title IV, Gen. (199) ELPS Standards</p> <p>Valued Youth Tutors: \$38,000—SCE (199)</p> <p>High School Peer Tutors: \$30,000-SCE (199)</p>	<p>Asst. Supt. for Academics Federal Programs Director Principal Asst. Principals Deans Teachers PEIMS Clerk</p>	<p>AR TIM BIL SE</p>	<p>To increase academic success of at risk students by 5%</p>	<p>STAAR/EOC Data (S) TELPAS (S) District Benchmarks (F/S) CPALLS TANGOLION Reading/Math Mini assessments Six weeks assessments</p>

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



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Aug - May 2020-2021	<p>INITIATIVE 2: Provide computerized instructional programs for closing academic gaps in student performance in grades 1st through 12th.</p> <p>S-1: Utilize Imagine Learning/TANGO LION Computerized Program daily in grades PK4 to 8th grade to improve the At-Risk Students' reading proficiency.</p> <p>A-1 Provide updated training for teachers on effective implementation of the program.</p> <p>A-2 Identify & purchase materials/incentives to ensure effective implementation of program.</p> <p>A-3 Provide teachers with weekly student reports of progress.</p> <p>A-4 Assess/analyze students' performance weekly.</p> <p>S-2: Utilize the Imagine Learning/LION Computerized Program in PK4-8th grade to enhance student achievement for students struggling and in need of additional assistance.</p> <p>A-1 Enroll students and schedule them for 30-45 minute periods daily</p> <p>A-2 Provide opportunities for students to utilize the Lab before/after school.</p> <p>A-3 Provide proper training for teachers/staff using Imagine Learning</p> <p>A-4 Analyze students' performance using weekly reports</p> <p>S-3: Utilize Edgenuity Online Program in grades 9th – 12th to enhance student achievement and help students recover high school credits.</p>	<p>SCE Funds Region One ESC</p> <p>Imagine Learning: \$157,350 --SCE(199)</p> <p>TANGO: \$195,120—SCE(199)</p> <p>Edgenuity: \$83,650—SCE (199) (Licenses/Training)</p>	<p>Asst. Supt. for Academics Federal Programs Director Principal Asst. Principals Deans Teachers PEIMS Clerk Early Childhood Lead Teachers</p>	<p>AR TIM BIL SE</p>	<p>To increase academic success of at risk students by 5%</p>	<p>STAAR/EOC Data (S) TELPAS (S) District Benchmarks(F/S) TANGO LION Reading/Math Observation Protocol (S) Developmental Milestones Checklist(PK3) CPALLS(PK4)</p>

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug. – May 2020-2021	INITIATIVE 3: Continue providing Pregnancy Related Services (PRS) and Student Parent Services for identified RGCCISD students. S-1 The Pregnancy Education and Parenting (PEP) Specialist will provide assessment, counseling, and outside agency referrals for identified students. S-2 The Compensatory Educating Home Instruction (CEHI) Teacher will provide student instruction as prescribed by the student’s attending physician. S-3 RGCCISD will provide opportunities for transportation and Day Care Services as needed S-4 RGCCISD will provide parental services and prevention intervention services as needed.	SCE Funds PRS Title IX Guidelines Day Care Services: \$30,000—Gen. Fund (199) PEP Supplies: \$2,000—SCE (199)	Federal Programs Director PEP Specialist CEHI Teacher PEIMS Coordinator	Identified pregnant students and student parents	Increase student attendance Increase graduation rate for pregnant and student parents Decrease Dropout Rate	PEIMS Attendance Reports Graduation Rates Dropout Rate Reports (F/S)
Aug. – May 2020-2021	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. S-1 Provide Dyslexia services for identified students as an assigned class according to their Individualized Accommodation Plan (IAP). S-2 Provide Dyslexia services for identified students on a “pull-out” basis according to their Individualized Accommodation Plan (IAP). S-3 Students will receive Dyslexia instruction via distance learning.	Region One ESC \$379,201 Dyslexia Allotment (199) Printed/electronic instructional packets, Creative Education ELSO, Google meets, Google classroom	Director for Special Services Principal Asst. Principals Deans Dyslexia Teacher	Dyslexia Students	Improve the reading abilities and fluency of identified students to reflect progress	STAAR/EOC (S) TELPAS (S) District Benchmarks(F/S) TANGO LION Reading/Math Mini assessments Six weeks assessments ELSO Progress Reports Completed Assignments

***Funding Source:**

(LOC)	Local	(IBF)	IDEA-B-Formula (Sp. Ed.)
(SCE)	State Compensatory Education	(IBP)	IDEA-B-Preschool
(TIA)	Title I, Part A	(TII)	Title II, Part A
(TIM)	Title I, Part C- Migrant	(TIII)	Title III-LEP
(CTE)	State Career & Tech. Education	(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	(SE)	Special Education
(AR)	At Risk		
(GT)	Gifted and Talented		



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Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug. - May 2020-2021	<p>STUDENTS RECEIVING SPECIAL EDUCATION SERVICES:</p> <p>INITIATIVE 1: Implement appropriate and effective daily procedures to enhance the learning of all students receiving special education services.</p> <p>S-1 Monitor the appropriate implementation of accommodations/IEP for all identified students receiving Special Education services.</p> <p>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.</p> <p>A-1 Provide distance learning via virtual classrooms.</p> <p>S-3 Ensure student success on all sections of the STAAR administrations by implementing the following activities:</p> <p>A-1 Provide in-class support services in the regular classroom.</p> <p>A-2 Provide appropriate accommodations to regular curriculum to meet the student's IEP.</p> <p>A-3 Provide opportunities for all students receiving Special Education services to test using campus and district Benchmarks.</p> <p>A-4 Provide opportunities for students receiving Special Education services to participate in all extended day/week tutorial programs.</p> <p>A-5 Ensure that students receiving Special Education services benefit from all regular and special funded programs</p>	<p>SCE Funds Special Ed. Program Manual TEKS Guide TEKS Resource System \$61,554—SCE (199)</p> <p>Kurzweil Program \$38,000—SCE (199) Professional Development \$10,000---Idea B (224)</p>	<p>Director for Special Services Principal Asst. Principal Deans Teachers Diagnostician Special Ed. Personnel</p>	<p>Students receiving Special Education Services</p>	<p>Increase all state assessments by 5% for students receiving Special Education services.</p>	<p>STAAR/EOC Data (S) TELPAS (S) District Benchmarks(F/S)</p> <p>TANGO LION Reading/Math Checklist Observation Protocol (S)</p> <p>Mini assessments Six weeks assessments</p>

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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Aug. - May 2020-2021	<p>A-6 Utilize News 2 You (N2Y) Program to help students receiving Special Education Services improve their academic skills.</p> <p>A-7 18 Plus Career & Vocational Program with qualifying students receiving Special Education Services to provide job skills and prepare them for the work force after high school.</p> <p>A-8 Provide Special Education and Regular Education Teachers with trainings for writing effective IEP's.</p> <p>S-4 Ensure students receive instructional continuity through distance learning online instruction via small group virtual classrooms.</p> <p>A-1 Implement an individual continuity instructional plan for each student receiving special education services.</p> <p>A-2 Ensure student success in all areas through constant student/parent communication and progress monitoring.</p> <p>A-3 Provide all learning opportunities through additional resources available for students receiving special education services.</p>	<p>SCE Funds Special Ed. Program Manual TEKS Guide TEKS Resource System(\$61,554—SCE 199)</p> <p>18 Plus Program: \$336—Gen. Fund (199) MOU with STC</p> <p>Staff Development: \$10,000----Idea b (224)</p> <p>N2Y Program</p> <p>Printed/email instr. packets</p> <p>Google classroom Class Dojo Remind SeeSaw instr. packets Special Services Webpage</p>	<p>Director for Special Services Principal Asst. Principal Deans Sp. Ed. Teachers Special Ed. Personnel</p>	<p>Students Receiving Special Education Services</p>	<p>Increase all state assessments by 5% for students receiving Special Education services.</p>	<p>STAAR/EOC Data (S) TELPAS (S) District Benchmarks (F/S)</p> <p>TANGO LION Reading/Math Checklist Observation Protocol (S) Training Sign-In Rosters and Agendas</p>

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Aug. - May 2020-2021	<p>GIFTED AND TALENTED POPULATION:</p> <p>INITIATIVE 1: Develop a District Gifted and Talented Plan that is aligned to the Texas State Plan for the education of Gifted and Talented students. S-1 Ensure that the District Plan is aligned to the newly revised state plan for the education of the gifted and talented students. S-2 Provide explicit training on the new District Plan. S-3 Provide orientation of the GT program to staff and parents on a yearly basis.</p> <p>INITIATIVE 2: 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. A-5 Adopt depth of knowledge strategies in core areas to support differentiated instruction.</p>	<p>199 GT Funds</p> <p>TPSP Online Resource</p> <p>\$5,000 Title IV-- (289)</p>	<p>Director for Advanced Academics Principal Asst. Principal Counselors Teachers</p> <p>Director for Advanced Academics Asst. Supt. for Academics Principal Asst. Principal Teachers</p>	GT Students	<p>A District GT Plan aligned to the State GT Plan</p> <p>Ensure maximized performance for all GT Students 100% pass rate in all test areas</p>	<p>GT Document Draft and Final Copy</p> <p>STAAR/EOC/AP Data (S) TELPAS (S) District Benchmarks (F/S)</p>

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Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug. - May 2020-2021	<p>INITIATIVE 3: 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.</p> <p>S-1 Provide teachers of gifted and talented students with appropriate curriculum designed to meet the needs of the gifted and talented student.</p> <p>S-2 Provide an array of learning opportunities that will maximize learning to its fullest potential.</p> <p>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.</p> <p>A-2 Utilize a variety of grouping strategies so that these students will have opportunities to work independently and as a group.</p> <p>A-3 Provide opportunities for UIL participation & extracurricular activities.</p> <p>A-4 Initiate the 7E Model of Instr. in TPSP Tasks.</p> <p>A-5 Create/Design Independent Products for G/T Students to showcase at EOY (End of Year) G/T Exposition Parent Night.</p> <p>A-6 Enroll students in Duke-TIP (Talent Identification Program) Grades 4-6 and Duke-TIP Grades 7-9.</p> <p>A-7 Qualifying G/T Students participate in above-grade level testing opportunities for possible participation in state recognition ceremony.</p>	TPSP Online Resource	Asst. Supt. for Academics Director for Advance Academics Principal Asst. Principal Teachers	GT Students	Ensure maximized performance for all GT students	STAAR/EOC/AP Data (S) TELPAS (S) District Benchmarks (F/S)

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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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.

Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug. - May 2020-2021	<p>INITIATIVE 1: RGCCISD will provide the Texas District Guidance Content in a systematic way to all students.</p> <p>S-1 The guidance and counseling program will focus on awareness, skill development, and application of skills needed in everyday life.</p> <ul style="list-style-type: none"> Self-confidence Development Motivation to Achieve Decision Making, Goal Setting, Planning and Problem-Solving Communication Skills Character Education Social Emotional Learning <p>A-1 After School Counseling</p> <p>A-2 Safety Ambassador Program (High Schools)</p> <p>S-2 The counselor will focus on prevention and intervention strategies to ensure the development of the whole child.</p> <p>A-1 Provide lessons to address the following areas:</p> <ul style="list-style-type: none"> Academic Concerns Absences/Truancy Misbehavior/ School Avoidance Relationship Concerns Grief/Loss/Death Substance Abuse Prevention & Intervention Family/Child Abuse Anti-Bullying/Cyberbullying Suicide Prevention Mental Health Awareness 	<p>SCE Funds Contracted Serv. Region One ESC TEA Guidelines</p> <p>Anti-Bullying Handbook Texas Model for Comprehensive School Counseling Programs</p> <p>Substance and Alcohol Abuse Counselor/Prevention</p> <p>After school Counseling Title IV-- \$30,394.00 (289)</p>	Director for Guidance and Counseling Principal Counselor Teachers Paraprofessionals	All Populations	<p>Address the individual needs of students</p> <p>Improve a child's self - concept and development</p>	<p>Assess the PEIMS data reports to ensure a decreased number of referrals relevant to discipline or violation of school rules.</p> <p>Counselor's daily log</p> <p>Monthly calendar of activities</p> <p>Counselor activity</p> <p>Power School log entries (F)</p>

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug. - May 2020-2021	A-2 Plan and schedule group counseling sessions with students/parents. 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).	SCE Funds Rainbow Days Curriculum Character First Program Project Wisdom Program	Substance and Alcohol Abuse Counselor/ Prevention Intervention Specialist Principal Counselor Teachers	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)
	INITIATIVE 2: RGCCISD will implement the four major components of the Texas Guidance Program. The components consist of the following: <ul style="list-style-type: none"> Guidance Curriculum Responsive Services Individual Planning System Support 	Region One ESC TEA Guidelines District Tx Model for Comprehensive School Counseling Programs	Director for Guidance and Counseling 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 2020-2021	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: <ul style="list-style-type: none"> Guidance Program Development School Improvement Planning Professional Development for Counselors Community Outreach/Public Relations 	Region One ESC TEA Guidelines District \$50,400-- Title IV (289) Tx Model for Comprehensive School Counseling Programs	Director for Guidance and Counseling 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)

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Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug - May 2020-2021	INITIATIVE 4: RGCCISD will provide opportunities for individual planning by assisting students in monitoring understanding their own development. S-1 The guidance and counseling program will focus on educational student planning and goal setting in the following areas: <ul style="list-style-type: none"> Acquisition of Study Skills Life-Long Learning Career Workforce Awareness Post-Secondary Education Awareness College and Career Military Readiness Standards 	SCE Funds Region One ESC TEA Guidelines Texas Model for Comprehensive School Counseling Programs	Director for Guidance and Counseling Principal Counselor Teachers	All Populations	Address the students' own particular needs	Counselor's daily log Monthly calendar of activities Counselor activity Power School log entries (F)
	S-2 The guidance and counseling program will focus on personal-social planning and goal setting in the following areas: <ul style="list-style-type: none"> Development of healthy self-concepts Mental Health Awareness Random Acts of Kindness Curriculum (All Elementary Campuses) Character First Project Wisdom 	Region One ESC TEA Guidelines District \$50,400-- Title IV (289)	Director for Guidance and Counseling Principal Counselor Teachers	All Populations	Address the students' own particular needs	Counselor's Daily Log Monthly Calendar of Activities Counselor Activity Power School Log Entries (F)

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Aug. - May 2020-2021	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.	SCE Funds Region One ESC TEA Guidelines Texas Model for Comprehensive School Counseling Programs	Director for Guidance and Counseling 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 PowerSchool log entries (F)
Aug. – May 2020-2021	INITIATIVE 6: The counselor, along with campus staff and administration, will continuously support a comprehensive plan of transition from PK 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: <ul style="list-style-type: none"> 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. 	Region One ESC TEA Guidelines Texas Model for Comprehensive School Counseling Programs	Director for Guidance and Counseling 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)

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Aug. - May 2020-2021	INITIATIVE 7: The counselor will continuously support the district's comprehensive plan of academic guidance.	SCE Funds Region One ESC TEA Guidelines	Director for Guidance and Counseling Principal Counselor Teachers	All Populations	Improved graduation rate	PEIMS data Counselor's daily log Monthly calendar of activities Counselor activity Power School log entries (F)
Fall and Spring	S-1 The counselor will conduct interviews with students on career goals and academic courses of action A-1 Meet with individual students for academic graduation planning A-2 Facilitate changes to coursework and schedules accordingly A-3 Monitor students' academic successes S-2 The counselor will provide current information on student academic progress to attaining graduation plans. A-1 Provide information to students of changes and/or progress to attainment of academic plan. A-2 Provide information to parents of changes and/or progress to attainment of academic plan A-3 Provide opportunities for student participation in Career Days to explore career options A-4 Provide opportunities for students to attend College Fairs to establish a network with college/university recruiters	Texas Model for Comprehensive School Counseling Programs				
Aug.-May 2020-2021	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.	\$5,000—Title I, Part A (211)	Student Services Administrator Federal Programs Director Principals Counselors Teachers	All identified McKinney Vento Homeless and Foster Care Students	Maintain good attendance & passing grades. Open line of comm. between students, parents, teachers, counselors and school admin.	Report card grades Attendance records STAAR/EOC Results (S)

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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.

Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug.- May 2020-2021	<p>INITIATIVE 1: RGCCISD will integrate the state mandated Technology Applications TEKS into the Content Area TEKS in grades K-12.</p> <p>S-1 Complete a needs assessment to ensure that all classrooms have appropriate number of technology resources A-1 Assign contact person responsible of retrieving results. A-2 Utilize the needs assessment for future planning.</p> <p>S-2 Ensure access to library and labs as additional resources for technology use. A-1 Develop a schedule for open periods so teachers can work on class or staff projects/modules.</p> <p>S-3 Do class monitoring to ensure technology is being utilized daily on delivery of instruction.</p> <p>S-4 Ensure that teachers have set schedules so that all students have equal access to computer time.</p>	SCE Funds Region One ESC	Dir. of Tech. Tech Supervisor Technology Integration Coordinator Principal Assist. Principals Teachers	All Populations	Increase Tech. Skills	<p>Needs Assessment survey (S) Library daily logs (F)</p> <p>Tech. contact of activity log (F) PO's (S)</p> <p>Computer Lab schedules (F)</p>

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DISTRICT IMPROVEMENT PLAN

2020-2021



Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug - May 2020-2021	<p>INITIATIVE 2: RGCCISD will provide a two-way communication through selected contact persons to serve as support to all staff.</p> <p>S-1 Campuses will select a staff member and assign them the responsibilities as the technology contact person.</p> <p>A-1 Allow contact person to meet at least once per week with teacher to ensure that all equipment is being utilized effectively.</p> <p>A-2 Provide opportunities for contact person to attend technology trainings to share with staff</p> <p>A-3 Have contact person design and publish campus Web page.</p> <p>S-2 Provide virtual technical support via Teacher Help Desk on RGCCISD Webpage.</p> <p>S-3 Campuses will complete an end-of-year needs assessment to upgrade technology resources.</p>	<p>SCE Funds Region One ESC</p> <p>\$50,158—Title IV (289)</p>	<p>Dir. of Tech Tech. Supervisor Technology Integration Coordinator Principal Assist. Principal Teachers</p>	All Populations	Provide Support to campuses and staff	<p>Funding salary surveys (S) Contact log of activities (F)</p>

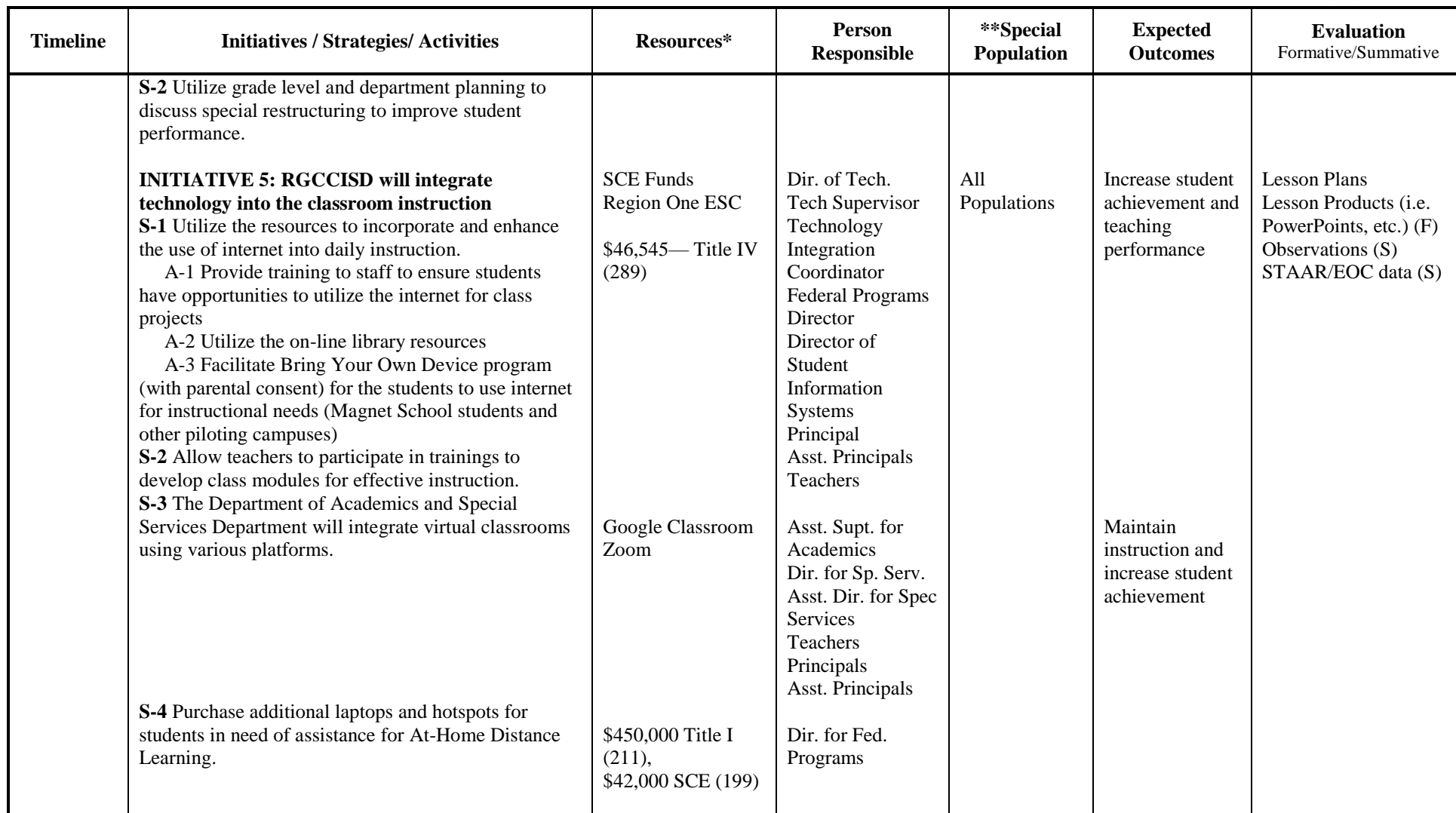
***Funding Source:**

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(TIA) Title I, Part A	(TII) Title II, Part A
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(CTE) State Career & Tech. Education	(CDP) Carl D Perkins- CTE Basic

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

****Special Populations Targeted**

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



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****Special Populations Targeted**

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(BIL)	Bilingual	(SE)	Special Education
(AR)	At Risk		
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug - May 2020 - 2021	S-4 Provide opportunity to attend workshops on: <ul style="list-style-type: none"> Computer Basics Management Tools Presentation Software Internet Use/E-Mail/Web Page/Google 	SCE Funds Region One ESC	Dir. of Technology Technology Integration Coordinator	All Populations	Improve Communication	Internet service reports (F)
	S-5 Continue to use the New Generation System to input migrant information	Region One ESC	Migrant Coordinator NGS Staff	Migrant Students	Accurate identification and tracking of Migrant Students' information	NGS weekly reports
Aug - May 2020 - 2021	INITIATIVE 6: Expand school access to district information through technology. S-1 Maintain Internet sites which provide general district information for staff, parents, and community.	Spectrum District Webpage School Messenger District Facebook Page Special Services Webpage	Dir. of Technology Tech. Supervisor Technology Integration Coordinator	All Populations	Improve Communication	Internet service reports (F)

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



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%.

Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug.- May 2020-2021	<p>INITIATIVE 1: RGCCISD administration, faculty, and ancillary personnel will address absences, truancy, and mandatory requisites for compulsory attendance.</p> <p>S-1 Generate and share reports to monitor students' progress. A-1 Attendance A-2 Class Summary reports A-3 Campus Reports A-4 District Reports</p> <p>S-2 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.</p> <p>S-3 Monitor attendance, truancy hearings, and alternative educational setting placements.</p> <p>S-4 Conduct educational meetings with parents on the issue of compulsory attendance and the impact on academic progress.</p> <p>S-5 Special Services Staff will receive and keep abreast of all TEA updates.</p>	<p>SCE Funds \$40,000—SCE (199)</p> <p>TEA Webpage Updates</p>	<p>Director for Support Services Truancy Officer</p> <p>Principals Asst. Principals Teachers PEIMS Clerks</p>	All Populations	Increase annual attendance of 1%	<p>Weekly Reports Six Weeks Reports</p> <p>3rd, 6th, and 9th Unexcused Student Absence Reports</p> <p>Annual Attendance Rate (S)</p>

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



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.

Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug - May 2020-2021	<p>INITIATIVE 1: RGCCISD will conduct a comprehensive study of our campus facilities to ensure an appropriate learning environment.</p> <p>S-1 Analyze the safety features of our current facilities to ensure compliance to safety codes.</p> <p>A-1 Implement appropriate fire drill procedures</p> <ul style="list-style-type: none"> 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 	<p>SCE Funds</p> <p>Fire drill routes</p> <p>Fire-extinguishers</p> <p>Exit signs</p>	<p>Dir. of Maintenance</p> <p>Fire Marshall</p> <p>Administrator of Student Services</p> <p>Principal</p> <p>Asst. Principals</p> <p>Counselor</p> <p>Teacher</p>	All Populations	A learning environment free from drug and safety violations	<p>Assessment surveys and facility studies</p> <p>Compliance with all Federal & ADA Guidelines</p>

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



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.

Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug - May 2020-2021	<p>INITIATIVE 1: RGCCISD will study and restructure current discipline practices to ensure the safety of all students.</p> <p>S-1 Implement campus and district policies, procedures, and practices to ensure student safety on a daily basis.</p> <p>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.</p> <p>A-2 Provide a workshop to parents on campus/district expectations relevant to students' behavior.</p> <p>S-2 Train staff on behavior management as a consistent practice of addressing student behavior.</p> <p>A-1 Ensure consistent implementation of behavior management protocol by all staff</p> <p>A-2 Post discipline charts to assess effectiveness of model periodically through surveys.</p> <p>A-3 Continue implementing Positive Behavior Interventions System (PBIS) for participating schools.</p> <p>A-4 Review strategies to reduce the overuse of discipline practices that remove students from the classroom.</p>	<p>SCE Funds Student code of conduct Parent / Student Handbook</p> <p>SEAS/DEAP Center \$15,000—SCE (199)</p>	<p>Administrator of Student Services Truancy Officers Principals Asst. Principals Counselors Teachers</p>	All Populations	Reduction of student behavior reports	<p>PEIMS Discipline data reports Monthly logs from Discipline Committee Schedule and agendas of teacher trainings on Behavior Management</p>

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug.-May 2020-2021	S-3 Establish the incentive(s) to recognize students with good behavior. A-1 Train staff with system to track and monitor daily student behavior. A-2 Inform students of the expected behaviors and/or consequences for inappropriate actions. A-3 Align this activity to rules identified in the behavioral management plan in place. A-4 Post the Behavioral Charts so that it is visible to students, especially for campuses implementing PBIS.	PEIMS Clerk Incentives behavior charts	Administrator of Student Services Principals Asst. Principals Counselors Teachers PEIMS Clerk	All Populations	A learning environment free from drug and safety violations	Assess Weekly Student Discipline Reports
Aug - May 2020-2021	INITIATIVE 2: RGCCISD will study the staffing patterns and personnel to ensure a healthy, safe learning environment. S-1 Adhere to all specific duties and responsibilities as noted in the District Employee Handbook. A-1 Review employee responsibilities with all the staff. A-2 Identify and assign duty stations. A-3 Closely monitor duty practices A-4 Ensure playgrounds and common areas are supervised. S-2 Assess needs for additional security measures. A-1 Assign committee to study needs for security A-2 Provide findings to Chief of Security and District Personnel A-3 Assign Officers to areas in greatest need of supervision, particularly at each secondary campus. A-4 Officers conduct assemblies to educate students on anti-bullying measures and consequences for bullying behavior. A-5 Officers educate students on the meaning of cyber-crimes and its legal consequences.	District Employment Handbook	Administrator of Student Services Maintenance Director Chief of Police Security Officers Principals Asst. Principals Counselor Teachers Campus Safety Committee	All Populations	A safe and secure learning environment for all students and staff	PEIMS Discipline Data Reports Monthly logs from Discipline Committee Schedule and agendas of teacher trainings on Behavior Management (F)

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Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug - May 2020-2021	<p>S-3 RGCCISD will utilize Police K-9 drug detector dogs to ensure students attend school in a drug-free environment.</p> <p>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.</p> <p>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.</p>	<p>K-9 Certification and training</p> <p>Anti-bullying Protocol</p> <p>Bus Safety Rules</p>	<p>Student Services Administrator Chief of Police Security Officers Transportation Director Principal Asst. Principal Counselors Teacher</p> <p>Emergency evacuation team</p>	<p>All populations</p> <p>All pops, including staff</p>	<p>A learning environment free from drug and safety violations</p> <p>Students will be able to safely evacuate the bus in case of an emergency</p>	<p>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)</p>
Aug - May 2020-2021	<p>INITIATIVE 3: RGCCISD will utilize an organizational crisis management plan that is productive in reducing crisis.</p> <p>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</p> <ul style="list-style-type: none"> • Lockout • Lockdown • Shelter • Evacuate • Hold 	<p>Crisis Intervention Plan Standard Response Protocol</p>	<p>Chief of Police Security Officers Student Services Administrator Principal Asst. Principal Teachers Campus Safety Committee City/County First Responders</p>	<p>All pops, including staff and admin.</p>	<p>Positive environment responsive to the affective needs of safety and medical concerns</p>	<p>Training agenda and Sign-In roster (F) Nurses logs(F) Menus (F) Dining logs(F) Federal Program Reports(S)</p>

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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2020-2021



Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug - May 2020-2021	<p>A-2 Utilize all resources (for ex. District Crisis Intervention Team, Nurse, Counselor, etc.) to effectively implement the crisis intervention plan.</p> <p>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.</p> <p>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.</p> <p>A-2 Collaborate with all outside first responders (i.e., DPS, Fire Department, City Police, County Officials, Border Patrol, and Emergency Medical Services (EMS) to train and become familiar with each campus physical plant to expedite emergency response time.</p> <p>S-3 Provide resources for emergency medical care and nutritional needs for students and staff.</p> <p>A-1 Provide nurses and/or nurses' aides at each campus.</p> <p>A-2 Ensure proper nutrition through District Nutrition Program at regular lunch intervals at each campus.</p> <p>A-3 Train students on Community Emergency Response Team (CERT) Provided by the Tx Dept of Emergency Mgmt.</p> <p>A-4 Train Campus Safety Committees and Police Officers on incident command through FEMA/NIMS</p> <p>A-5 Provide Active Shooter trainings for Cert students, Admin. and Teachers.</p> <p>A-6 Provide ongoing active shooter simulation trainings to District Law Enforcement Officers.</p> <p>A-7 Provide police/security officers with equipment (guns, cars, radios, body cams, etc.)</p> <p>S-4 Install safety equipment in all campuses.</p> <p>A-1 Magnetized Door locks on all school doors – perimeter in elementary schools.</p> <p>A-2 Install door locking equipment on all classroom doors</p> <p>A-3 Install bullet proof screens on glass doors at all campuses.</p> <p>A-4 Install barrier armor in security headquarters at Grulla High & RMS</p> <p>A-5 Purchase handheld metal detectors for police officers.</p>	<p>Title I (1003) -Gen. (199) \$12,370—Title IV (289) School Safety & Security Grant</p>	<p>Chief of Police Security Officers Student Services Administrator Principal Asst. Principals Teachers</p>	<p>All populations All campuses</p>	<p>Positive environment responsive to the affective needs of safety and medical concerns</p>	<p>Training agenda Sign-In roster (F) Nurses logs(F) Menus (F) Federal Program Reports(S)</p>
		<p>Texas Dept. of Emergency Mgmt.</p>	<p>Child Nutrition Director Principal Asst. Principal Teacher of Law Enforcement Health Coordinator Dept. of Public Safety Dept. of Public Safety (TDEM)</p>	<p>All populations All campuses Including teachers and staff</p>	<p>Safer Schools Positive environment responsive to the affective needs of medical and nutritional concerns Certification on Emergency Response Team(CERT) for students Ensure Safety in an emergency situation Survival skills</p>	<p>Reduce Incident Reports Training agenda Sign-In roster (F) Nurses logs(F) Menus (F) Dining logs(F) Federal Program Reports(S)</p>

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2020-2021



Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug - May 2020-2021	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. RGCCISD will offer training for up to 5 staff members per campus district wide.	Stop the Bleed Organization	Health Coordinator Principals Nurse	Health Services Staff	Increased number personnel at each camps trained in bleeding control measures	List of personnel completing bleeding control training.
Aug - May 2020-2021	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.	Texas Dept. of State Health Services (TDHS) Guidelines Third Party Organizations Immunizations Nurse	Health Coordinator Immunization Nurse Principals Campus Nurse	All populations	Staff & Students will be up to date with required and flu vaccines	Audit campus immunization record (F) and (S)
Aug - May 2020-2021	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.	Center for Control Disease (CDC) Guidelines TDSHS Guidelines	Health Coordinator Principals Campus Nurse	All populations	Increased student and staff knowledge about seasonal flu and decreased absences due to the flu	Student and Staff Attendance Report (F) and (S)
Aug - May 2020-2021	INITIATIVE 7: RGCCISD will provide exiting 12th grade students the opportunity to obtain their required university/college immunizations before they graduate. S-1 12 th grade students will be offered the Meningococcal vaccine required for admittance to some colleges and universities.	TDSHS Third Party Organizations	Health Coordinator Principals Campus Nurse	12 th grade students (Parental consent)	Increased # of graduating students having all required vaccines	Student Lists who obtained vaccines by TDSHS (S)
Aug - May 2020-2021	INITIATIVE 8: RGCCISD will aim to decrease the spread of possible COVID-19 throughout schools. S-1 RGCCISD will distribute information regarding COVID-19 to students and staff via media outlets, signage at campuses and staff emails.	Center for Control Disease (CDC) Guidelines TDSHS Guidelines TEA Guidelines	Health Coordinator Principals Campus Nurse PR Personnel	RGCCISD students & staff	Increased student and staff knowledge about COVID-19 disease prevention measures	Student and staff attendance reports, RGCCISD spread of COVID-19 will be low

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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



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.

Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug - May 2020-2021	INITIATIVE 1: Upgrade current technology resources to ensure appropriate system of communication. S-1 Computerize information on student data. A-1 Install necessary hardware and software A-2 Train all staff on effective use of computerized student records A-3 Provide electronic access to communication of events, board meetings, and school/community relations through web-page and social networking sites S-2 Provide training on electronic PO's, budget amendments, time reports, and computerized work orders to maintain campus needs efficiently.	SCE Funds TANGO: \$195,120—SCE (199)	Director for Technology Principal Asst. Principal Librarians Head Secretary Data Processing Department Public Relations Department Business Office	All Populations	Improved use of Technological Tools Increased public access to information	PEIMS Discipline and Attendance data reports (F) Monthly logs from Discipline and Attendance Committees (F) Schedules and agendas (F) District Web-page (S) District Facebook Page (S) Needs Assessment Surveys (S) PO's for Purchase Work Orders (F)
Aug - May 2020-2021	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.					

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DISTRICT IMPROVEMENT PLAN

2020-2021



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 2021 STAAR/EOC administration.

Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug - May 2020-2021	INITIATIVE 1: The District will recruit qualified and responsible staff for all vacancies S-1 Inform personnel office of vacancies and ensure that job qualifications are being met. A-1 Ensure that job vacancies for our campus are well advertised. A-2 Advise personnel of new vacancies in our campus by public notice. A-3 Ensure all teachers have content and program specific certifications.	Title III, Part A Funds	Asst. Supt. for Human Resources Principal SBDM Committee	All Students	Reducing the number of vacancies and hiring the best qualified staff	Ensure all personnel meet state certification requirements (F/S) Employ best qualified staff (F)
	S-2 Screen all job applicants A-1 Pre-screen applications to ensure qualified interviews. A-2 Develop and utilize a job questionnaire for the purpose of interviewing. A-3 Form a campus-based interviewing committee which may include student input. A-4 Collaborate with the SBDM committee on possible candidate.	Title II, Part A Funds	Asst. Supt. for Academics Principal	Bilingual Students	Reduce the number of non-certified personnel	Sign-in logs Reduce # of Vacancies (F)
	S-3 Participate at Job Fairs A-1 Attend job fairs to recruit possible candidates for available district vacancies. A-2 Teachers of the month from all campuses will be recognized at school board meeting. A-3 Continue with class size reduction teachers at the elementary campuses.	District Funds (199)	Director for Federal Programs	All class size reduction teachers	Reducing class sizes	Student Enrollment

***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
		(HSA) High School Allotment

****Special Populations Targeted**

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



RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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2020-2021



Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug - May 2020-2021	<p>INITIATIVE 2: Implement mentorship program for new teachers.</p> <p>S-1 Provide all new teachers with a mentor to provide support during 1st year experience.</p> <p>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.</p> <p>A-2 Follow the new teacher mentorship program recommended procedures.</p> <p>A-3 Meet periodically to ensure that the teachers understand the district and campus operating procedures.</p>	SCE Funds Region One ESC Mentorship Program Procedures	Asst. Supt. for Human Resources Hearing Officer for Human Resources Principal Deans Asst. Prin. Teachers	All Students	<p>Provide appropriate support to new teachers</p> <p>Retain Teachers</p>	<p>Observations Retain new teachers Meeting logs (F)</p> <p>Turnover at the end-of-year (S)</p>

***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
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



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.

Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug - May 2020-2021	MATH: INITIATIVE 1: Provide opportunities for teachers to attend trainings on effective strategies that are aligned to the TEKS. S-1 Support trainings for Math, computer-based software programs, and technology trainings for classroom equipment. S-2 Provide Pearlized Math program training for K-1 teachers S-3 Ensure that all teachers 2 nd -5 th continue with Sharon Wells trainings and 6 th -12 th teachers participate in Math PLCs. S-4 Provide vertical alignment meetings at the district level. S-5 Provide opportunities for teachers to attend local, and state conferences to receive innovative training in strategies & techniques to improve students' math performance S-6 Ensure all teachers implement the 5E Model.	SCE Funds Region One ESC TEKS Guide Pearlized Math Program Sharon Wells Program	Department of Academics Principal Deans Asst. Principals Teachers	All Students	Increase performance In Math Increase in Teacher proficiency in delivery of instruction	Increase performance STAAR Benchmarks (F/S) T-TESS (F/S)
Aug - May 2020-2021	EARLY CHILDHOOD INITIATIVE 1: Provide PK & K teachers opportunities to attend trainings on effective strategies that are aligned to the TX PK Guidelines/TEKS and District Early Childhood education program. S-1 Continue training for CPALLS/TANGO Progress Monitoring System in PK and K. S-2 Ensure teachers are trained in the delivery of instruction of the Frog Street Program (PK3) and OWL program (PK4). S-3 Dual Language training (Pre-K-2 nd). S-4 Ensure teachers are trained in progress monitoring and the implementation of RTI (Response to Intervention).	SCE Funds Region One ESC TEKS Guide TX Pre-K Guidelines Title III, Part A 00Funds	Asst. Supt. for Academics Director for Early Childhood Principals Asst. Principals Teachers	All Students	District-wide implementation of the Early Childhood Education Program Increase in teacher proficiency in delivery of instruction	Increased acquisition on skills indicated through CPALLS (Pre-K) TANGO LION Reading/Math T-TESS (F/S)

***Funding Source:**

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Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug - May 2020-2021	SCIENCE: INITIATIVE 1: The District will encourage teachers to attend trainings for implementing the science TEKS. S-1 Provide training in the Science TEKS and 5E Model S-2 Provide training on building Science Units/Labs S-3 Provide training through Foundations in Teaching and Kesler Science S-4 Provide Biology PD through A. Gundran	SCE Funds Region One ESC TEKS Guide \$13,560 SCE (199)	Dept. of Academics Principal Deans Asst. Principals Teachers	All Students	Effective use of Science strategies	Increase student performance in Science/Biology STAAR (S) and Benchmarks (F/S) T-TESS (F/S)
Aug - May 2020-2021	SOCIAL STUDIES: INITIATIVE 1: The District will provide teachers with the trainings and resources to utilize effective strategies in the area of social studies. S-1 Provide training in the Soc. Studies TEKS and 5E Model S-2 Provide training on effective use of researching skills. S-3 Provide training through Foundations in Teaching, Lowman, Dawn Zinas, and Region One ESC S-4 Provide History PD through A. Guerrero	SCE Funds Region One ESC TEKS Guide \$11,760 SCE (199)	Dept. of Academics Principal Asst. Principals Deans Teachers	All Students	Enhance the Soc. Stud. curriculum Increase in teacher proficiency in delivery of instruction	Increase student performance in Soc. Stud/History STAAR (S) and Benchmarks (F/S) T-TESS (F/S)
Aug - May 2020-2021	READING LANGUAGE ARTS: INITIATIVE 1: Provide opportunities for all teachers to attend trainings to acquire knowledge and skills on effective strategies in Reading Lang. Arts K-12th grade. S-1 Provide opportunities to attend all District Reading Lang. Arts trainings such as TANGO, RTI, lead4ward, 5E Model and vertical alignment meetings at the district level S-2 Promote trainings on latest research-based Reading and Writing - Language Intervention -Dual Language -RTI -Jane Schaffer Writing -TANGO -IXL INITIATIVE 2: Provide all K-3 Lang. Arts teachers, including Spec.Ed. teachers, principals and literacy specialists an opportunity to attend the HB3 Reading Academies by the 2022-2023 school year as required by the Texas Education Agency. S-1 Ensure participants attend training through Region One Service Center.	SCE Funds Region One ESC TEKS Guide	Dept. of Academics Principal Deans Asst. Principals Teachers	All Students	Increase students' abilities in Reading and Language Arts Increase in Teacher proficiency in delivery of instruction	Increase students' performance on ELAR STAAR (S) and Benchmarks (F/S) T-TESS (F/S)

***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
				(HSA)	High School Allotment

****Special Populations Targeted**

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(BIL)	Bilingual	(SE)	Special Education
(AR)	At Risk		
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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2020-2021



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.

Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug - May 2020-2021	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	SCE Funds State Bil. Funds Region One ESC Bilingual Program Manual \$400,000 BE/ESL Waiver/Exception (10%)	Bilingual Director Dept. of Academics Principal Asst. Principals Deans Teachers	EL students	Increase performance of EL students Increase Teacher proficiency in delivery of instruction	Increase performance (S) T-TESS (F/S)
Aug - May 2020-2021	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. 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.	\$800,000— State Bil. Funds (199) Bilingual Director Dept. of Academics Personnel Region One ESC Bilingual Program Manual	Principal Deans Asst. Principals Teachers ESL/BIL Teacher	EL students	Increase performance of EL students Increase teacher proficiency in delivery of instruction	Increase student performance (S) T-TESS (F/S)

***Funding Source:**

(LOC) Local	(IBF) IDEA-B-Formula (Sp. Ed.)	(TFC) 21st CCLC
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(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
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Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug - May 2020-2021	MIGRANTS: 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.	SCE Funds Region One ESC Migrant Program Guide Title I, Part C Funds	Migrant Coordinator Migrant Secretary Teachers PEIMS Clerk Campus Counselors	LEP/BIL/MIG students	Increase performance of MIG students Increase teacher proficiency in delivery of instruction	Increase student performance (S) T-TESS (F/S)
Aug - May 2020-2021	AT-RISK: 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 & district personnel on the McKinney Vento Act to specifically target the identified Homeless and Foster Care Students.	Region One ESC	Asst. Supt. for Academics Student Services Administrator Federal Programs Director Principal Asst. Principals Deans Teachers ESL/SLA Teacher	Migrant ESL BIL Special Ed. At-Risk Identified McKinney Vento Homeless & Foster care students	Increase performance of At Risk student and close gap in student learning Increase teacher knowledge to help them identify & serve the educational needs of Homeless Students	Increase student performance on state assessments (S) T-TESS (F/S) Increased graduation rate (S)

***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
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug - May 2020- 2021	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.	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 2020-2021	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.	Region One ESC	Dir. for Special Services Dept. of Academics Principal Deans Asst. Principals Teachers	Students receiving special services	Increase performance of students receiving Special Education services Increase in teacher proficiency in the delivery of instruction	Increase number of students receiving Special Education services taking STAAR (S) T-TESS (F/S)

***Funding Source:**

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(TIA) Title I, Part A	(TII) Title II, Part A	(SGT) Gifted & Talented
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug - May 2020-2021	<p>GIFTED AND TALENTED:</p> <p>INITIATIVE 1: The District will provide training on appropriate implementation of the Gifted and Talented program.</p> <p>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.</p> <p>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).</p> <p>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</p> <p>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</p> <p>S-5 Provide GT focused instruction through the auspices of Magnet schools at elementary (K-5) and middle (6-8) levels.</p>	(199) GT Funds Region One ESC Online Trainings TPSP Online Resources	Director for Advanced Academics Principal Assistant Principals Deans Teachers Dept. of Academics	Gifted and Talented students	<p>Ensure maximum gains in performance of GT students</p> <p>Increase in teacher proficiency in delivery of instruction</p>	<p>T-TESS (F/S)</p> <p>Maximize academic performance and development of gifts and talents (S)</p>

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(TIA) Title I, Part A	(TII) Title II, Part A	(SGT) Gifted & Talented
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



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.

Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug - May 2020-2021	<p>INITIATIVE 1: RGCCISD will develop and implement a systemic protocol governing fiscal affairs.</p> <p>S-1: Establish and maintain operations of business through the following divisions:</p> <ul style="list-style-type: none"> • Payroll • Finance • Bookkeeping • Purchasing • Insurance • Tax Office 	Federal and State regulations	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 2020	<p>S-2 Provide sound fiscal management for Compliance, Budgeting, Facilities Planning and Construction, Procurement, and Maintenance and Operations.</p> <p>A-1: Establish a system of checks and balances with protocols and procedures for external and intradepartmental communications and transmittals</p> <p>A-2 Train all office personnel and campus administration on established protocol</p> <p>A-3 Monitor procedural and systemic protocols</p> <p>S-3 Conduct audits for review and planning (May 2021)</p> <p>A-1 Conduct internal audits</p> <p>A-2 Conduct external audits</p> <p>A-3 Prepare and submit fiscal reports for compliance to all state and federal agencies and the Board of Trustees</p>	External legal counsel	Departmental Supervisors			

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(TIA)	Title I, Part A	(TII)	Title II, Part A	(SGT)	Gifted & Talented
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



District GOAL 5: PARENTAL ENGAGEMENT: 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.

Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug - May 2020-2021	<p>INITIATIVE 1: Implement a comprehensive plan to examine and develop methods of assisting parents in the education of their child.</p> <p>S-1 Ensure that parents serve and are adequately represented at the District and campus SBDM and LPAC committees. A-1 Invite parents to serve as members of the respective SBDM committees A-2 Provide orientation and in-services for parents on the SBDM Policy and procedures.</p> <p>S-2 Increase participation in the District Parent Advisory Council. A-1 Parents will increase participation in the District Parent Advisory Council. A-2 Meetings for parents will be conducted in both languages with all literature, handouts, and resources being bilingual. A-3 A special Title I, Part A Parent orientation session will be provided to inform parents of the different programs and their services. A-4 Inform and provide orientation on the District PAC policy.</p> <p>S-3 Strive to achieve a high number of parents attending required meetings such as ARDs, LPAC, and 504s.</p>	<p>SCE Funds SBDM Policies Region One ESC</p> <p>\$53,000—Title I, Part A (211)</p>	<p>Director for Parental Involvement Director for Federal Programs District Personnel Principal Asst. Principals SBDM Comm. Teachers Counselor</p>	All Populations	<p>Increase parent support</p> <p>Increase the knowledge and accountability of parents</p>	Increase parent support to at least 90% as evidenced in School/Parent/Teacher Contact Log (F/S)

***Funding Source:**

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(SCE) State Compensatory Education	(IBP) IDEA-B-Preschool	(GU) Gear Up
(TIA) Title I, Part A	(TII) Title II, Part A	(SGT) Gifted & Talented
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug - May 2020-2021	<p>S-4 Collaborative meetings to ensure support and connectivity to campus goals.</p> <p>A-1 Explanation of Federal Programs and Title I, Part A Funding</p> <p>A-2 Explanation of Title III required activities for Early Childhood Education, Parental Outreach and Immigrant Services.</p> <p>S-5 Provide training to parents in support of school's educational performance and commitment to accountability.</p> <p>A-1 Interpretation of the TAPR report.</p> <p>A-2 Parent Literacy training to help them with at home literature based activities.</p> <p>A-3 Parent training in addressing responsibility and self-discipline</p> <p>A-4 Address trainings on character education and home values</p> <p>A-5 Parent Trainings on their role in the accountability of their child's performance.</p> <p>A-6 Parent Training on TEA Student Confidential Reports (SCRs)</p>	Region One ESC SCE Funds	<p>Director for Parental Involvement</p> <p>Dept. of Academics</p> <p>Fed. Prog. Dir.</p> <p>Bilingual Dir</p> <p>Principal</p> <p>Asst. Principal</p> <p>Community Aides</p> <p>Teachers</p> <p>Counselors</p>	All Populations	<p>Increase parent knowledge</p> <p>Improve parent's accountability to 90%</p> <p>Increase parent skills</p>	Increase parent support to at least 90% as evidenced in School/Parent/Teacher Contact Log TAPR (F/S)
Aug - May 2020-2021	<p>INITIATIVE 2: RGCCISD will disseminate information to parents and staff to ensure participation in Special Population programs.</p> <p>S-1 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.</p> <p>A-1 Conduct coordination of services with Head start to Public Schools in May.</p> <ul style="list-style-type: none"> On-site visits to familiarize them with facility 	Region One ESC	<p>Director for Parental Involvement</p> <p>Dept. of Academics</p> <p>Fed. Prog. Dir.</p> <p>Bilingual Dir.</p> <p>Principal</p> <p>Asst. Principal</p> <p>Community Aides</p> <p>Teachers</p> <p>Counselors</p>	All Populations	Increase parent knowledge	Increase parent support to at least 90% as evidenced in School/Parent/Teacher Contact Log TAPR (F/S)

***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
		(HSA) High School Allotment

****Special Populations Targeted**

(ESL) English as a Second Language	(ED) Economically Disadvantaged
(BIL) Bilingual	(SE) Special Education
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2020-2021



Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug - May 2020-2021	<p>A-2 Conduct trainings on the use of school records</p> <ul style="list-style-type: none"> • New Generation System Report for Migrants • Health Information Exchange • Project SMART • Attendance • Report Cards • Testing Information Reports • Pesticides • Neighborhood Recruitment Effort • Child Find Flyers <p>A-3 Provide information to parents on the Bilingual Program and meet with the parents individually regarding program services in August.</p> <p>A-4 Invite parents to school parent involvement sessions for students at risk of failing.</p> <p>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.</p> <p>A-6 Parents will be provided information regarding school services and additional resources.</p>	<p>Region One ESC</p> <p>\$5,000—Title I, Part A (211)</p> <p>Region One ESC Title I, Part A Funds</p> <p>Parent corner on the Special Services Webpage District Facebook Page District Newsletter Supt's Message (Messenger)</p>	<p>Migrant Coordinator</p> <p>Fed. Programs Dir.</p> <p>Bil. Director Att./Truancy Office</p> <p>Dir. for Special Services Principal</p> <p>Asst. Principal Teachers Counselor</p> <p>Stu. Serv. Adm. Dept. of Academics</p> <p>Director for Parental Inv.</p>	All Populations	Increase parent skills and awareness of different programs	Increase parent support to at least 90% as evidenced in School/Parent/Teacher Contact Log TAPR (F/S)

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Timeline	Initiatives / Strategies/ Activities	Resources*	Person Responsible	**Special Population	Expected Outcomes	Evaluation Formative/Summative
Aug 2020- May 2021	<p>INITIATIVE 3: Employ a comprehensive and effective feedback system to ensure accurate and current needs assessment.</p> <p>S-1 Develop a plan of action for implementation of the campus parental involvement program.</p> <p>A-1 Conduct a parent survey at least once per year.</p> <p>A-2 Conduct a special education parents needs assessment annually.</p> <p>A-3 Analyze data for future planning to target specific needs</p> <p>A-4 Share results with staff/community</p>	Survey Needs Assessment	Director for Parental Inv. Dept. of Academics Fed. Prog. Director Principals Asst. Principals Teachers Counselors Community Aides	All Populations	Increase parent communication	Increase parent support to at least 90% as evidenced in School/Parent/Teacher Contact Log TAPR (F/S)
Aug - May 2020-2021	<p>INITIATIVE 4: Strengthen communication at the following levels: Parents to Parents, Staff to Parents, Teachers to Parents, Students to Parents, and Administration to Parents</p> <p>S-1 Ensure effective communication flow.</p> <ul style="list-style-type: none"> • Parent Learning Network (PLN) Training • Open Door Policy • School Parent Compact • Needs Assessment • Calendar of School Activities • Flyers and Special Notices • News Letter (Quarterly) • FACE Staff/Parent contact via telephone • Families in Need of Assistance due to COVID-19 (food, clothes, milk, school supplies, internet, electronic devices, instructional packets) 	SCE Funds Region One ESC Title I, Part A Funds Title I, Part C Funds Title III, Part A Funds		All Populations	Increase parent support	<p>Increase parent support to at least 90% as evidenced in School/Parent/Teacher Contact Log in Spring 2021 (F/S)</p> <p>Parent Contact Logs Admin. Daily Log Eval-Form&Summ. Documents, FACE Webpage, Ads, ZOOM Meetings & Recordings</p>

***Funding Source:**

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(TIA)	Title I, Part A	(TII)	Title II, Part A	(SGT)	Gifted & Talented
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RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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Aug - May 2020-2021	INITIATIVE 5: Provide educational opportunities for parents to assist them in their child's education. S-1 Implement programs to ensure educational opportunities for our parent population. S-2 To empower parents to become self-sufficient and responsible. A-1 Provide skills training in the following: <ul style="list-style-type: none"> Filling out Job Applications Operating Office Equipment Communication Skill Discipline Management Training A-2 Enhance a Parent Resource Center <ul style="list-style-type: none"> Educate, Take and Teach (ET2) A-3 Nutritional Programs A-4 Bus Safety Meeting A-5 Responsibility of Parent in the school setting <ul style="list-style-type: none"> Attendance/Truancy Laws Parent Compact A-6 Development of positive Self-Esteem in all students S-3 Provide parent resources/opportunities during COVID-19 pandemic <ul style="list-style-type: none"> Parent Activities at home Newsletter (Eng/Sp) COVID-19 Spec. Edition for Parents at Home(Eng/Sp) Natl. Assoc. of School Psychologist-Helping Children Cope with Changes due to COVID-19(Eng/Sp) Educational Play care-Weekly Parent Home activities Zoom meetings-Mental Health Awareness Parent Tips on How to Deal with Daily Schedules/Routines at Home 	Region One ESC SCE Funds Title I, Part A Funds Title I, Part C Funds Title III, Part A Funds	Director for Parental Inv. Dept. of Academics Fed. Prog. Director Trans. Director Food Service Program Director Attend./Truancy Dept. 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 2021 (F/S)
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Aug - May 2020-2021	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.	SCE Funds Title I, Part A Funds Title I, Part C Funds Title III, Part A Funds Region One ESC	Principals Asst. Principals Director for Parental Involvement 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 2021 (F/S)
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(TIA)	Title I, Part A	(TII)	Title II, Part A	(SGT)	Gifted & Talented
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