Schertz-Cibolo Universal City Independent School District

District Improvement Plan

2023-2024

Vision

Call to Action:

Through high quality and student-centered learning experiences, students will leave SCUC confident, empowered, and prepared with the skills to pursue their individual passions.

Core Beliefs

We believe...

- education is a partnership between students, parents, staff, and community members.
- all students have the capacity to learn and are most successful when provided a wide range of tools, methods, and opportunities to learn and collaborate.
- acceptance, safety, inclusiveness, and mutual respect are critical and directly impact the ability to support and educate students.
- student success requires a balance of academic and social-emotional needs being met.
- education is a pathway to equip students with the skills to be prepared for each stage of life.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: May 10, 2023

Demographics

Demographics Summary

Detailed information about SCUC-ISD's demographics and district information can be found in the district report here: LINK

 SCUC ISD has an enrollment of approximately 15,528 students. Demographics for students include:

- American Indian/Alaskan Native: .28%
- Native Hawaiian/Pacific Islander: .33%
- African American: 11.7%
- Asian: 1.8%
- Hispanic: 46.72%
- White: 31.76%
- 2 or More Races: 7.43%
- Low SES: 35.52%

Demographics Strengths

One of the biggest strengths of SCUC-ISD is the wide background and world experiences our students have. Being a miliary community means our students and their families have lived all over the world and they bring those experiences and world cultures with them into our classrooms and into learning discussions. SCUC ISD has 37.54% milltary connected students in our district.

Student Learning

Student Learning Summary

SCUC-ISD uses a number of tools to measure student success. For K-8th Grade, SCUC ISD utilizes NWEA MAP for Reading, Math and Science (5th-8th grades) and Panorama to measure Social Emotional and Safety needs. These assessments are given three times each year: Beginning of Year, Middle of Year, and End of Year. At the high school level, we have district-created unit/quarterly assessments aligned to our curriculum pacing guides and the TEKS so that we can measure student success and we continue to use Panorama for measuring Social Emotional and Safety needs.

House Bill 3 data which includes a detailed look at MAP Math and Reading scores can be found here: https://www.scuc.txed.net/Page/33973 This page is updated after each assessment period.

STAAR data in the Spring of 2022 indicated that our youngest testers (3rd and 4th graders) continue to need intervention and support to achieve at pre-pandemic levels in both reading and math. In particular, we will continue to focus our attention on growth for all students. STAAR scores for our Intermediate though High School grades exceeded the state in nearly all areas and SCUC students showed significant performance achievement over both our region and the state in all content areas. The 2023-2024 STAAR scores have a delayed release for August/Sept 2023.

**Specific STAAR Data will be added as it is recieved in Summer/Fall 2023. **

Student Learning Strengths

Campuses have been working hard to fill in gaps in learning through strong Tier 1 classroom instruction, including through small group instruction based on specific student areas of need. In addition, HB 4545 requires students who did not pass the STAAR exam to be provided with 30 additional hours of Accelerated Instruction in each subject area that the student did not meet STAAR approaches or higher. Campus teams developed and carried out plans to utilize time for intervention during the school day as much as possible, in addition to before and after school and Saturday opportunities for accelerated instruction. These efforts were provided by qualified and trained staff and supported by State Compensatory Education funds and ESSER funds. Additionally, many of our K-4 teachers have now completed Reading Academies and Add+Vantage Math Recovery training to help them with identification of skill gaps and how to impact student needs for math and reading.

District Processes & Programs

District Processes & Programs Summary

The work of SCUC is centered around our 2022-2026 Strategic Plan. The development of this plan included input from stakeholders within and outside the district, including teachers, administrators, parents, community members, parents and other staff. For more on the SCUC ISD Strategic Plan, please visit: https://78b5073e1.flowpaper.com/2f0221d59b484f4b867b222832a7f117a6423cfb5f7f42bf280c48b67d0c4516/#page=1

Much of our district processes related to curriculum and instruction are found in the district's Curriculum Management Plan found here: https://docs.google.com/document/d/1aA49Ofp5uuIR6TxtJmSzrlJ5G1Dapw3mxCXlV3BdETU/edit?usp=sharing

The district organizational chart can be viewed here: https://drive.google.com/file/d/10r0qfFkXkWEQcF2556at4CCKt9CJHiiI/view

After each administration of the NWEA MAP assessment (Beginning of Year, Middle of Year, and End of Year), campuses dig into their data to idenfity areas where whole class instruction may be needed to fill gaps, as well as looking at individual student data to determine what intervention may be needed to help students grow in a specific skill or knowledge gap. Campus and district administrators meet during the year to discuss what supports are needed for campuses as well, and provide professional learning, resources, and supports to help campuses with their efforts to meet student needs.

This same evaluation of the data three times per year is in place for Panorama, our tool for measuring student social and emotional needs. Discussions about ways campuses can address areas such as Sense of Belonging and Social and Emotional Skills has allowed campuses to develop plans for student support.

The district has a Long Range Technology Plan posted on their department webpage here: https://www.scuc.txed.net/Page/389

District Processes & Programs Strengths

Use of NWEA MAP results to address student individual needs has become wide-spread through continued support and professional development. Panorama is also becoming a strong program for student support, both through the results of the data as well as through the ways campuses can use the MTSS and Notes features to share information about students with teachers and through transitions between campuses.

Perceptions

Perceptions Summary

With the new Strategic Plan for 2022-26, we began using a new survey tool to help us to measure our Strategic Plan goals through targeted questions. These measurements include disaggregation of both campus and district climate and culture through surveys of our staff, students, and parents. Those results are reviewed at both the district level (to evaluate district wide trends) as well as at the campus level. Those results are incorporated into the District and Campus Improvement Plans. Additionally, response documents including communication to our stakeholders, provides an overview of trend data and identifies areas of concern with action plans. The goal is to address concerns with action throughout the year, rather than after the school year has ended (which was the case with our previous surveys, which happened only annually).

Perceptions Strengths

The 2022-2023 Parent Survey showed several strengths (End of Year Results shown below):

- I feel welcome when I call or visit my child's school (4.37 out of 5)
- The teachers, staff, and administration demonstrate a genuine concern for my child. (4.24 out of 5)
- My child's campus provides timely and consistent communication about important information and upcoming events (4.4 out of 5)
- My child has every opportunity to be successful at his/her school (4.3 out of 5)
- SCUC ISD provides a challenging learning environment that helps my child be prepared for his/her future. (4.2 out of 5)
- My student has the opportunity to participate in clubs and/or classes that align to his/her interests. (4.2 out of 5)
- My child is given feedback regarding good work and behavior at this school. (4.2 out of 5)
- As a parent/guardian, I feel like I am able to be a partner in my child's education. (4.2 out of 5)

The 2022-2023 Staff Survey showed the following strengths (End of Year Results shown below):

- My campus/department level administrator(s) trust me to make decisions when faced with challenges. (4.1 out of 5)
- The team I most often collaborate with spends time on work that is aligned with our district/school/departmental goals. (4.3 out of 5)
- The culture of SCUC keeps students as the priority. (3.9 out of 5)
- I feel like I belong in SCUC. (3.9 out of 5)
- My campus/department level administrator(s) foster(s) a positive culture and climate. (3.9 out of 5)
- SCUC ISD actions match up with our values and beliefs as noted in the District Strategic Plan. (3.9 out of 5)

Student Panorama Survey Results from 2022-2023 (End of Year Results) show the following strengths:

- How respectful is your teacher towards you? 83% answered Quite or Extremely Respectful
- During the past 30 days how often were you polite to adults? 89% answered Frequently or All the Time

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: April 18, 2023

Goal 1: We will cultivate collaborative and reciprocal partnerships between the district and campuses with community entities.

Performance Objective 1: 1.1 Establish a system which identifies and offers students both on and off campus, community-based learning opportunities. (*Note that strategies for this Performance Objective will be addressed in a future District Improvement Plan.)

Goal 1: We will cultivate collaborative and reciprocal partnerships between the district and campuses with community entities.

Performance Objective 2: 1.2 Expand District procedures, protocols, and practices to establish campus infrastructures supporting successful community partnerships. (Completed 22-23 School Year)

Goal 1: We will cultivate collaborative and reciprocal partnerships between the district and campuses with community entities.

Performance Objective 3: 1.3 Increase community relationships and expand opportunities for district, campus and community entities to serve one another. (*Priority Goal 23-24 School Year)

High Priority

Strategy 1 Details	Formative Reviews		
Strategy 1: Generate a list of community entities that campuses and the district might partner with for community service opportunities.	**Formative**		
Strategy's Expected Result/Impact: Increase in community partnerships Increase in student opportunities to serve our community **Staff Responsible for Monitoring:** Director of Communications	**Oct**	**Jan**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: Develop guidelines for campuses and the district to follow to ensure all campuses and the district have community service projects annually.	**Formative**		
Strategy's Expected Result/Impact: Increase in community service projects for students and staff to participate **Staff Responsible for Monitoring:** Executive Leadership Team Executive Directors of Elementary and Secondary Education Principals	**Oct**	**Jan**	**May**

Strategy 3 Details	Formative Reviews		
Strategy 3: Explore additional ways for SCUC ISD fine arts performances to be shared in the community.	**Formative**		
Strategy's Expected Result/Impact: Plan for expansion of fine arts performances in the community **Staff Responsible for Monitoring:** Director of Fine Arts Director of Communications	**Oct**	**Jan**	**May**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 2: We will offer opportunities for student choice and provide a challenging learning environment to prepare students for their individual passions and endeavors.

Performance Objective 1: 2.1 Expand teacher resources to incorporate student choice in a variety of ways. (*Note that strategies for this Performance Objective will be addressed in a future District Improvement Plan.)

Goal 2: We will offer opportunities for student choice and provide a challenging learning environment to prepare students for their individual passions and endeavors.

Performance Objective 2: 2.2 Provide information and resources so that students can confidently choose the courses they want to take and clubs they want to join. (22-23 School Year Priority Goal)

High Priority

Strategy 1 Details	Formative Reviews		
Strategy 1: Purchase band instruments to allow low socio-economic students in Title 1 campuses the opportunity to select band as an elective.	**Formative**		
Strategy's Expected Result/Impact: 10% Increase in low SES student participation in Band at Title 1 Campus. Inventory annually; allow students to keep instruments through Corbett JH and possibly Clemens if needed	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Director of Fine Arts Chief Academic Officer Band teachers at Wilder and Corbett **Funding Sources:** Instruments - 289 - Title IV, Part A			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 2: We will offer opportunities for student choice and provide a challenging learning environment to prepare students for their individual passions and endeavors.

Performance Objective 3: 2.3 Develop opportunities for students to learn through non-traditional learning techniques.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide junior high and high school students with the opportunity to attend instrument-related enrichment.	**Formative**		
Strategy's Expected Result/Impact: -At least 75% of students who attend fine arts enrichment camp will continue to enroll in fine arts courses in the following school year. -Increase in fine arts public performances to enhance our community relationships. -Increased retention of students in fine arts at 11th and 12th grades **Staff Responsible for Monitoring:** Director of Fine Arts, Chief Academic Officer **Funding Sources:** Instruments, Equipment and Staff Supplemental Pay - 289 - Title IV, Part A , Contracted Services - 289 - Title IV, Part A	**Oct**	**Jan**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide professional learning for K-6 teachers to improve differentiated instruction for students based on their needs.	**Formative**		
Strategy's Expected Result/Impact: Increase differentiated instruction (both whole group and small group) as seen in classroom observations **Staff Responsible for Monitoring:** Director of Curriculum and Professional Development Coordinator for Advanced Academics Director of Special Education Content Coordinators Chief Academic Officer	**Oct**	**Jan**	**May**

Strategy 3 Details	Formative Reviews		
Strategy 3: Review the master schedules and scheduling of students at elementary to ensure clustering of students based on needs.	**Formative**		
Strategy's Expected Result/Impact: Increase academic growth for each student Increase parent satisfaction with student experience as seen on the annual GT survey **Staff Responsible for Monitoring:** Executive Director of Elementary and Intermediate Schools Campus Principals	**Oct**	**Jan**	**May**

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 3: We will foster positive morale with support systems for students and staff.

Performance Objective 1: 3.1 Offer attractive and competitive employment opportunities.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue National Board Certification support for cohort of 19 SCUC ISD teachers (Cohort #1 began 2022-2023).	**Formative**		
Strategy's Expected Result/Impact: Increase in teachers being National Board Certified	**Oct**	**Jan**	**May**
Increase in teachers eligible for House Bill 3 Teacher Incentive Allotment Funds			
Increase in student achievement			
Staff Responsible for Monitoring: Chief Academic Officer, Cohort Leaders			
Funding Sources: Stipends for cohort leaders - 255 - Title II, Part A - $10,000, Initial payment of National Board Fees (eligible for reimbursement with TEA if teachers meet criteria) - 199 - General Fund			

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue exploration of additional pipelines for development of potential teacher candidates for SCUC ISD.	**Formative**		
Strategy's Expected Result/Impact: Increase in paraprofessionals, retired/former military, industry-experienced professionals applying	**Oct**	**Jan**	**May**
for teaching positions.			
Staff Responsible for Monitoring: Chief Human Resource Officer, Director of Human Resources			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide training and on-going support for teachers and administrators new to the district and/or new to the profession.	**Formative**		
Strategy's Expected Result/Impact: NEW! Steady or increase in retention of new staff to SCUC ISD	**Oct**	**Jan**	**May**
NEW! Steady or increase in number of applicants for teaching positions in SCUC ISD			
NEW! Positive staff survey results from teachers and administrators new to SCUC ISD			
Staff Responsible for Monitoring: Director of Curriculum and Professional Development			
Campus Principals			
Funding Sources: New Teacher Liaison Stipends - 255 - Title II, Part A, Mentor Teacher Stipends - 255 - Title II, Part A, First Year Teacher Training Materials - 255 - Title II, Part A, Second Year Teacher Training Materials - 255 - Title II, Part A			

Strategy 4 Details	Formative Reviews		
Strategy 4: Gather and utilize feedback on professional development opportunities in SCUC to ensure alignment with employee needs.	**Formative**		
Strategy's Expected Result/Impact: Utilize results to increase professional learning sessions aligned with needs	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Director of Curriculum and Professional Development, Campus and District Leaders			

Funding Sources: Professional Development System with Survey and Reporting Capability - 255 - Title II, Part A

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: We will foster positive morale with support systems for students and staff.

Performance Objective 2: 3.2 Promote social opportunities for student and staff engagement. (22-23 Priority Goal)

    High Priority

Strategy 1 Details		Formative Reviews		
Strategy 1: Continue to utilize a district social/wellness committee to plan district family friendly events.		**Formative**		
Strategy's Expected Result/Impact: Family friendly events are planned for district and campus staff, increase in staff survey question results regarding sense of belonging		**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Director of Communication and Community Engagement and Director of Human Resources				

Strategy 2 Details		Formative Reviews		
Strategy 2: All campuses and departments will provide, at a minimum, one purposeful team-building activity per semester.		**Formative**		
Strategy's Expected Result/Impact: Increase in staff survey sense-of-belonging results		**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Team One members (Directors and Principals)				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: We will foster positive morale with support systems for students and staff.

Performance Objective 3: 3.3 Ensure teachers and students have instructional resources needed for academic and social-emotional learning. (2023-2024 Priority Goal)

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide support for refining schoolwide systems of behavior support, including consistent response across campuses and within classroom management expectations.	**Formative**		
Strategy's Expected Result/Impact: Decrease in disciplinary referrals	**Oct**	**Jan**	**May**
Increase in reported staff satisfaction/support Decrease in loss of instructional time Decrease in teacher frustration **Staff Responsible for Monitoring:** Coordinator for MTSS, Director of Curriculum and Professional Learning, K-6 Campus Teams			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide training and support for Instructional Coaches.	**Formative**		
Strategy's Expected Result/Impact: Increase in teacher proficiency, increase in instructional coach proficiency	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Title 1 Principals, Director of Curriculum and Professional Development **Funding Sources:** Training for Instructional Coaches - 255 - Title II, Part A			

Strategy 3 Details	Formative Reviews		
Strategy 3: Employ a Social Worker to support At-Risk students district-wide.	**Formative**		
Strategy's Expected Result/Impact: Increase in student social and academic outcomes	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Director of Counseling and College, Career, and Military Readiness **Funding Sources:** Social worker salary and benefits - 164 - State Compensatory Education Funds			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide training for teachers and principals related to academic and social-emotional needs.	**Formative**		
Strategy's Expected Result/Impact: Increase in student outcomes on student surveys, teacher surveys (related to support)	**Oct**	**Jan**	**May**
Increase teacher capacity in planning teaching and learning activities using the district tools and resources Increase use of high yield instructional strategies seen in classroom observations **Staff Responsible for Monitoring:** Executive Directors of Elementary and Secondary Education, Chief Academic Officer, and Director of Curriculum and Professional Development			

Strategy 5 Details	Formative Reviews		
Strategy 5: Based on Region 20 Emergent Bilingual Program (EB) Evaluation (scheduled Fall 2023) and classroom observations, adjust curriculum, resources, professional development, and instructional practices in alignment with recommendations to improve support for EB students and their teachers.	Formative		
	Oct	Jan	May

Strategy's Expected Result/Impact: Increase in students exiting the EB program in less than 6 years based on TELPAS data (students should grow one proficiency level annually and/or exit the program within 6 years)
    Staff Responsible for Monitoring: District ESL Coordinator, Director of Curriculum and Professional Development
 	
    Funding Sources: Professional development, curriculum and resources for teaching and learning - 263 -Title III Part A			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide training for teachers in early behavioral and academic intervention strategies and implementation.	Formative		
Strategy's Expected Result/Impact: Increased teacher knowledge of effective strategies Decreased number of students with unresolvable instructional gaps	Oct	Jan	May
Staff Responsible for Monitoring: Multi-tiered Systems of Support Coordinator, Campus Administrators			

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide opportunities for Special Education Critical Content and Resource teachers to meet with content coordinators/experts to preview resources and curriculum approach to target modifying content and remediating gaps.	Formative		
Strategy's Expected Result/Impact: Increase staff knowledge in core content areas to include remediation of skill gaps	Oct	Jan	May
Staff Responsible for Monitoring: Special Education Department in partnership with content area Coordinators			

Strategy 8 Details	Formative Reviews		
Strategy 8: Train instructional staff on technology resources available to implement accommodations and supports.	Formative		
Strategy's Expected Result/Impact: Increase use of technology resources in the delivery of accommodations and supports	Oct	Jan	May
Staff Responsible for Monitoring: Content Coordinators in partnership with Technology Instructional Specialists			

Strategy 9 Details	Formative Reviews

Strategy 9: Provide professional development designed to help all teachers to be proficient in differentiating content and instructional delivery activities, including providing intervention and enrichment for students based on needs (e.g., small group instruction)	Formative		
	Oct	**Jan**	**May**
Strategy's Expected Result/Impact: Increase differentiated instruction seen in classroom observations. Increase academic growth for each student as seen through MAP Increase achievement results for each student as seen through MAP Increase use of high yield instructional strategies seen in classroom observations **Staff Responsible for Monitoring:** Director of Curr and PD Executive Directors of Education Campus administrators Content Coordinators **Results Driven Accountability** **Funding Sources:** Materials and Contracted Services for Differentiation Training - 255 - Title II, Part A			

Strategy 10 Details	Formative Reviews

Strategy 10: Provide coaching and support for campus principals with regard to academic/instructional campus needs, including those listed in Campus Improvement Plans and Targeted Improvement Plans.	Formative		
	Oct	**Jan**	**May**
Strategy's Expected Result/Impact: Increase in student achievement and student growth, increase in teacher T-TESS scores **Staff Responsible for Monitoring:** Executive Directors for Elementary and Secondary Education Director of Campus Leadership Support **Funding Sources:** Director of Campus Improvement Support - 255 - Title II, Part A			

Strategy 11 Details	Formative Reviews

Strategy 11: Develop and implement a communication plan for the mental health, social and emotional resources and supports available for students and staff.	Formative		
	Oct	**Jan**	**May**
Strategy's Expected Result/Impact: Increase in student feedback results on Panorama, increase in staff survey results related to mental health **Staff Responsible for Monitoring:** Director of Counseling, School Counselors, Chief Human Resource Officer, Director of Human Resources			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: We will provide timely, consistent, and transparent communication.

Performance Objective 1: 4.1 Align the district's communication methods both internally and externally. (2023-2024 Priority Goal)

    High Priority

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue work of developing updated graphics and District brand style-guide to ensure clear, consistent messaging from all campuses and departments.	**Formative**		
Strategy's Expected Result/Impact: Clear and consistent communication expectations for all campuses and departments **Staff Responsible for Monitoring:** Director of Communications, all district and campus leaders	**Oct**	**Jan**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide calendar considerations round table discussions with various stakeholders to review calendar parameters, staff/student needs, and professional development time for 2024-2025.	**Formative**		
Strategy's Expected Result/Impact: Updated parameters and information for the District Improvement Committee to consider with regard to calendar development **Staff Responsible for Monitoring:** Deputy Superintendent, Chief Academic Officer, Director of Curriculum and Professional Development, Executive Directors of Elementary and Secondary.	**Oct**	**Jan**	**May**

Strategy 3 Details	Formative Reviews		
Strategy 3: Build updated district website with plans to roll out new site for the 2024-2025 school year.	**Formative**		
Strategy's Expected Result/Impact: Improved clarity in messaging, increased use of webpage for disseminating information, increased ease of use for end users **Staff Responsible for Monitoring:** Director of Communications and Public Relations	**Oct**	**Jan**	**May**

Strategy 4 Details	Formative Reviews		
Strategy 4: Review and consider district messaging systems to help streamline safe and effective communications between parents, students and staff.	**Formative**		
Strategy's Expected Result/Impact: Improved parent survey feedback regarding communication, increased ease of use for end users **Staff Responsible for Monitoring:** Director of Communications and Public Relations	**Oct**	**Jan**	**May**

Strategy 5 Details	Formative Reviews		
Strategy 5: Consider development of communication guidelines for all grade levels.	**Formative**		
Strategy's Expected Result/Impact: Potential development of a communication plan to better meet parent's desire for information about their child's progress (e.g., In grades K-8, MAP results will be shared with parents at BOY, MOY, and EOY). **Staff Responsible for Monitoring:** Director of Campus Leadership Support Executive Directors of Elementary and Secondary Education Principals	**Oct**	**Jan**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 5: We will continually build a culture that promotes trusting relationships and mutual respect.

Performance Objective 1: 5.1 Create, communicate, and demonstrate a culture of belonging among all stakeholders. (*Note that strategies for this Performance Objective will be addressed in a future District Improvement Plan.)

Goal 5: We will continually build a culture that promotes trusting relationships and mutual respect.

Performance Objective 2: 5.2 Build upon existing community service programs in schools and incorporate opportunities for teachers, students, and community members to serve. (Priority Goal 2023-2024)

    High Priority

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop partnerships for campus beautification coordinated with help from local businesses, organizations, parents and families.	**Formative**		
Strategy's Expected Result/Impact: Increase in community partnerships with neighborhood schools	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Campus Principals Executive Directors of Elementary and Secondary			

Strategy 2 Details	Formative Reviews		
Strategy 2: Explore development of a list of needs that the community could provide for our schools.	**Formative**		
Strategy's Expected Result/Impact: Discussion of how the community could be more involved in serving our students on campus.	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Directors of Elementary and Secondary Education Campus Principals			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create the opportunity for a job fair for our local businesses to recruit high school students as employees prior to summer.	**Formative**		
Strategy's Expected Result/Impact: Discussion about how to help our local businesses to fill open positions with SCUC ISD students who are looking for summer jobs	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Director of Secondary Education Director of Communication High School Principals CCMR Advisors			

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue	

Goal 5: We will continually build a culture that promotes trusting relationships and mutual respect.

Performance Objective 3: 5.3 Support social and emotional needs of students and staff.

Strategy 1 Details	Formative Reviews		
Strategy 1: Expand informational sessions for students, staff and parents related to mental health and safety for students to include both fall and spring semester.	**Formative**		
	Oct	**Jan**	**May**
Strategy's Expected Result/Impact: Increase in student Panorama data and parent survey data related to communication. Specific questions targeted include: Panorama-"At your school, are you provided the opportunity to learn about and discuss mental health issues?" and "How easy is it to get support from at least one adult on campus?" Parent survey question targeted is: "The school staff demonstrates a genuine concern for my child." **Staff Responsible for Monitoring:** Chief Academic Officer, Director of Counseling and CCMR, Principal and Counselors at all campuses			

Strategy 2 Details	Formative Reviews		
Strategy 2: Purchase, install, and monitor responses from vape detectors in secondary campus restrooms.	**Formative**		
Strategy's Expected Result/Impact: Decrease in referrals for vaping by 25% by the end of 23-24 school year as compared to 22-23.	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Exec Dir of Secondary Exec Dir of Facilities Secondary Campus Principals **Funding Sources:** Vape detectors and installation costs - 289 - Title IV, Part A			

Strategy 3 Details	Formative Reviews		
Strategy 3: Explore resources for development of social skills for students to be implemented beginning in 2024-2025 school year.	**Formative**		
Strategy's Expected Result/Impact: Social skills curriculum selected; eventual decrease in behavior issues/referrals for students.	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Executive Directors for Elementary and Secondary Education Director of Counseling and CCMR Director of Curriculum and PD MTSS Coordinator Chief Academic Officer			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 6: We will foster a culture of excellence by enhancing the academic knowledge and skills of our students.

Performance Objective 1: 68% of graduates will meet the state criteria for CCMR by August 2023.

HB3 Goal

Evaluation Data Sources: State CCMR criteria including SAT, ACT, TSIA, College Prep Course, Dual Credit, AP/IB exams, OnRamps, industry based certification, IEP/Workforce readiness, advanced degree plans for special education students, Level I or II certificates and military enlistment.

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase College, Career, and Military Readiness success at all high schools.	**Formative**		
Strategy's Expected Result/Impact: Increased number of students completing CTE Industry Based certifications (Career-Ready).	**Oct**	**Jan**	**May**
Increased number of students college ready (ACT scores, SAT scores, TSIA scores) Documentation for military enlistments **Staff Responsible for Monitoring:** Coordinator for CTE CTE Department Heads at High School Campuses High School Principals/Associate Principals Director for Counseling and CCMR Lead HS Counselors CCMR Advisors **Funding Sources:** - 244 - Carl Perkins CTE			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide National Math and Science Initiative training to junior high and high school STEM related advanced academics teachers.	**Formative**		
Strategy's Expected Result/Impact: Increased use of critical thinking and problem solving instructional strategies in JH and HS	**Oct**	**Jan**	**May**
advanced math and science courses. **Staff Responsible for Monitoring:** Coordinator for Advanced Academics, Director of Curriculum and PD, JH and HS Principals/Associate Principals **Funding Sources:** - NMSI Grant Funds (2022-2024 Only)			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create targeted plans for seniors who have not met College, Career, or Military Readiness criteria.	**Formative**		
Strategy's Expected Result/Impact: Increase in students being college, career, and/or military ready.	**Oct**	**Jan**	**May**
Staff Responsible for Monitoring: Director of Counseling and CCMR, CCMR Counselors, High School Principal/Associate Principals, CTE Department Heads			

Strategy 4 Details	Formative Reviews		
Strategy 4: Collaboration between district and high school staff on scheduling to enable students to complete an endorsement pathway.	**Formative**		
Strategy's Expected Result/Impact: Increase in student opportunities to complete an industry based certification. **Staff Responsible for Monitoring:** Executive Director of Secondary Education, Director of Counseling and CCMR, Coordinator of CTE, CCMR Counselors, HS Principals/Associate Principals, HS Lead Counselors	**Oct**	**Jan**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 6: We will foster a culture of excellence by enhancing the academic knowledge and skills of our students.

Performance Objective 2: 56% of 3rd graders will meet projected growth on the NWEA MAP assessment for reading by May 2023. (additional grade band goals for K-8th grade will be added as an addendum)

High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide targeted LETRS training for Pre-Kindergarten through 5th grade teachers who have yet completed their LETRS training in the district.	**Formative**		
	Oct	Jan	May
Strategy's Expected Result/Impact: Increase in student proficiency in reading and growth in reading skills. Increase in teacher implementation of Science of Teaching Reading learning. **Staff Responsible for Monitoring:** Director of Curriculum and Professional Development, Coordinator of Elementary English Language Arts and Reading **Results Driven Accountability** **Funding Sources:** LETRS Training Supplies - 255 - Title II, Part A			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide accelerated instruction and tutorials for students in need of academic support.	**Formative**		
Strategy's Expected Result/Impact: Increase in student achievement with grades, STAAR, MAP	Oct	Jan	May
Staff Responsible for Monitoring: Executive Directors of Elementary and Secondary Education, Campus Principals **Funding Sources:** Extra Duty Pay for Teachers - 164 - State Compensatory Education Funds			

Strategy 3 Details	Formative Reviews		
Strategy 3: Support at-risk students through Alternative Education Campus at Allison Steele Enhanced Learning Center.	**Formative**		
Strategy's Expected Result/Impact: Increased graduation rate	Oct	Jan	May
Staff Responsible for Monitoring: Executive Director for Secondary Education, Principal Allison Steele ELC **Funding Sources:** 11 Teachers @ Allison Steele - 164 - State Compensatory Education Funds			

Strategy 4 Details	Formative Reviews		
Strategy 4: Support at-risk students through District Alternative Education Program (DAEP).	Formative		
Strategy's Expected Result/Impact: Increased graduation rate, increased academic outcomes, decrease in behavior referrals **Staff Responsible for Monitoring:** Executive Director for Secondary Education, Principal DAEP **Funding Sources:** 7 Teachers - 164 - State Compensatory Education Funds	Oct	Jan	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Prepare modified instructional resources for Special Education reading and math courses prior to the start of the school year, housed in a readily available format.	Formative		
Strategy's Expected Result/Impact: Increase student knowledge in reading and math Increase staff effectiveness in the delivery of modified core content **Staff Responsible for Monitoring:** Special Education Department in partnership with content area Coordinators **Results Driven Accountability** **Funding Sources:** Teacher Extra Duty Pay for Summer Work - 199 - General Fund	Oct	Jan	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Support Emergent Bilingual students academic and linguistic performance by developing and implementing Linguistic Accommodation Forms across contents for K-12 teachers of EBs.	Formative		
Strategy's Expected Result/Impact: Increase in EB performance on MAP Growth and TELPAS. **Staff Responsible for Monitoring:** Coordinator for Bilingual Education **Funding Sources:** Professional learning training and materials - 263 -Title III Part A	Oct	Jan	May

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 6: We will foster a culture of excellence by enhancing the academic knowledge and skills of our students.

Performance Objective 3: 59% of 3rd graders will meet projected growth on the NWEA MAP assessment for math by May 2023. (additional grade band goals for K-8th grade will be added as an addendum)

High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development designed to meet campus needs through math diagnostics to identify content gaps and strategies to help with student success.	**Formative**		
	Oct	**Jan**	**May**
Strategy's Expected Result/Impact: Ability to identify specific gaps in student learning and develop plans to close gaps resulting in greater mathematical understanding. Increase in student proficiency and growth and Math. **Staff Responsible for Monitoring:** Director of Curriculum and PD, Math Coordinators **Results Driven Accountability** **Funding Sources:** Add+Vantage Math Recovery Teacher Training Kits - 255 - Title II, Part A, Math Specialist Training Kits - 255 - Title II, Part A			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide support for campus leaders to meet targeted areas of school improvement.	**Formative**		
	Oct	**Jan**	**May**
Strategy's Expected Result/Impact: Increase in student achievement and student growth as seen with MAP assessments Decrease in student behavior concerns Greater accomplishment of school improvement goals **Staff Responsible for Monitoring:** Chief Academic Officer Director of Curriculum and Professional Development Executive Directors of Secondary and Elementary Education **Funding Sources:** Salary for Director of School Academic Support - 255 - Title II, Part A			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

District Funding Summary

164 - State Compensatory Education Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	3	Social worker salary and benefits		$0.00
6	2	2	Extra Duty Pay for Teachers		$0.00
6	2	3	11 Teachers @ Allison Steele		$0.00
6	2	4	7 Teachers		$0.00
				Sub-Total	$0.00

199 - General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Initial payment of National Board Fees (eligible for reimbursement with TEA if teachers meet criteria)		$0.00
6	2	5	Teacher Extra Duty Pay for Summer Work		$0.00
				Sub-Total	$0.00

244 - Carl Perkins CTE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1			$0.00
				Sub-Total	$0.00

255 - Title II, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Stipends for cohort leaders		$10,000.00
3	1	3	New Teacher Liaison Stipends		$0.00
3	1	3	Second Year Teacher Training Materials		$0.00
3	1	3	First Year Teacher Training Materials		$0.00
3	1	3	Mentor Teacher Stipends		$0.00
3	1	4	Professional Development System with Survey and Reporting Capability		$0.00
3	3	2	Training for Instructional Coaches		$0.00
3	3	9	Materials and Contracted Services for Differentiation Training		$0.00
3	3	10	Director of Campus Improvement Support		$0.00
6	2	1	LETRS Training Supplies		$0.00

255 - Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	3	1	Add+Vantage Math Recovery Teacher Training Kits		$0.00
6	3	1	Math Specialist Training Kits		$0.00
6	3	2	Salary for Director of School Academic Support		$0.00
				Sub-Total	$10,000.00

263 -Title III Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	5	Professional development, curriculum and resources for teaching and learning		$0.00
6	2	6	Professional learning training and materials		$0.00
				Sub-Total	$0.00

289 - Title IV, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Instruments		$0.00
2	3	1	Contracted Services		$0.00
2	3	1	Instruments, Equipment and Staff Supplemental Pay		$0.00
5	3	2	Vape detectors and installation costs		$0.00
				Sub-Total	$0.00

NMSI Grant Funds (2022-2024 Only)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	2			$0.00
				Sub-Total	$0.00

Addendums

Title I Requirements Addendum
District Improvement Plan 2023-2024

1. Monitoring students' progress in meeting the state's academic standards:

Strategies	Resources	Staff Responsible	Evaluation
Provide resources and training for campus administrators and teachers around reviewing data and creating plans for intervention	Local	Executive Directors for Elementary and Secondary Education, Director of Curriculum and PD, Campus Principals	MAP and grade data STAAR passing rates Intervention/progress monitoring data HB 4545 Plans
Provide resources for use with students in need of intervention	Local and Supplemental Title 1 Part A Funds	Academic Services, Title 1 Campuses, Finance	Budget documents in place Annual review of resource use and purchase orders
Provide training and evaluations of Tier 1 teaching and learning	Local	Executive Directors for Elementary and Secondary Education, Director of Curriculum and PD, Campus Principals	MAP and grade data STAAR passing rates
Integrate intervention time into all school schedules to provide students with additional opportunities to grow within the school day.	Local	Executive Directors for Elementary and Secondary Education, Campus Principals	MAP and grade data STAAR passing rates Intervention/progress monitoring data HB 4545 Documentation
Conduct campus and classroom visits at all campuses at least 2 x per year to review data, observe classroom instruction, and discuss student support needs	Local	Executive Directors for Elementary and Secondary Education, Director of Campus Leadership Support	Continuous improvement visit schedules, reports, and feedback

2. Addressing disparities with minority and low-income students being taught by ineffective, inexperienced, or out-of-field teachers

Strategies	Resources	Staff Responsible	Evaluation
Semi-annual meetings between Human Resources and campus administrators to address any staff concerns (Stop Light Meetings)	Local	Chief Human Resource Officer, Director of Human Resources, Executive Directors of Elementary and Secondary Education, Principals	Teacher turnover rates Student success on standardized assessments Teacher evaluations
Review district Equity Plan annually	Local	Chief Human Resource Officer, Director of Human Resources, Executive Directors of Elementary and Secondary Education, Principals	Equity plan calculations

3. School Support and Improvement Activities

Strategies	Resources	Staff Responsible	Evaluation
All elementary campuses will develop and execute Targeted Improvement Plans, regardless of TEA letter grade requirements.	Local	Executive Director for Elementary Education, Elementary Campus Principals	TIP plans in place
All campuses will conduct	Local	Executive Directors for	CIPs in place

comprehensive needs assessments and develop Campus Improvement Plans based on their data, needs, the District Improvement Plan, and the district Strategic Plan		Elementary and Secondary Education, Campus Principals	Continuous improvement shown in reaching goals annually Review of CIPs and updates on progress 3x /year

4. School Transfer Information:
https://www.scuc.txed.net/Page/30701

5. Title 1 Programs in SCUC ISD (Descriptors 5 and 9)
Title 1 Part A services will be provided schoolwide at campuses whose low socio-economic student percentage is 40% or greater and have been identified by the district for Title 1 services. Poverty will be measured by the free or reduced lunch applications completed and eligible for the National School Lunch Program. At this time, SCUC ISD does not have any Targeted Assistance campuses with Title 1 funds.

Title 1 funds will be provided based on the percentage of economically disadvantaged students at the campus and relative to the other Title 1 campuses. Each Title 1 campus will consider their students' needs and determine how Title 1 funds will be used with input from their campus improvement committee, which includes parents and community members. Funds are most often used for additional staff, supplemental instructional materials, supplemental services, and additional student support.

6. Services for homeless children under the McKinney-Vento Homeless Assistance Act
Students in SCUC ISD served through the McKinney-Vento Act are provided with full and equal opportunity to succeed in school through access to all education services for which they are eligible. This includes access to Pre-Kindergarten, transportation to and from school, referrals for health, mental, dental and other appropriate services. Parents or guardians of students experiencing homelessness are informed of the educational opportunities available to them as well as the rights of their students while homeless. Students and families will also be given the opportunity to work directly and individually with the SCUC social worker and/or Communities in Schools site coordinator at their child's campus. A welcome packet and information on support services is provided for students new to the district and experiencing homelessness. Annually, the district social worker will work with families, community agencies, transportation, and Academic Services to identify any needs for our homeless students that have not already been met by local community agencies and/or the district. If additional needs are identified, a homeless reservation of funds from Title 1 Part A will be reflective of the identified needs.

7. Parent and Family Engagement
The district Parent and Family Engagement Plan is updated annually in conjunction with the District Improvement Committee which includes parents and community members. The 2023-2024 Draft Parent Family Engagement Plan is found here: SCHERTZ-CIBOLO-UNIVERSAL CITY ISD PARENT AND FAMILY ENGAGEMENT PLAN 23-24 The Parent Family Engagement Plan is reviewed annually and approved by the District Improvement Committee in Spring prior to the year in which the plan will be in place.

8. Early Childhood Education Program Coordination
The district offers Pre-Kindergarten services to students at all elementary campuses. Students must meet certain qualifications to be eligible (LINK). Pre-Kindergarten classes are a part of the full campus system, and students utilize campus resources such as the library and computer labs. Curriculum alignment is also in place between Pre-Kindergarten and Kindergarten, which helps students with the transition to Kindergarten.

9. See Item 5

10. Middle and High School Postsecondary and Higher Education Coordination
SCUC ISD has partnered with Alamo Colleges and UT Austin to provide multiple opportunities for students to access dual and concurrent enrollment in high school and college level courses. Students are able to earn college credits through a variety of class options through courses taught by Alamo Colleges staff and SCUC ISD staff who have been trained and are qualified to do so by Alamo Colleges and/or UT On Ramps. Each year additional classes are considered in the fall. In addition to these

partnerships, SCUC ISD has a robust advanced academics program including multiple Advanced Placement and International Baccalaureate course options for students at our high schools.

11. Discipline

Our Principals, Assistant Principals, and teachers implement the SCUC ISD Discipline matrix. The purpose of the discipline matrix is to ensure consistency is maintained from campus to campus in the types of consequences that are administered to match the behavior. This process assists in ensuring equity in assigning consequences. We also utilize the Panorama Education software to disaggregate our discipline data by student data, to evaluate if we are overusing removal from the classroom as a discipline practice for any student groups. Discipline data is reviewed at least annually by the Executive Directors of Elementary and Secondary Education and campus leaders.

12. Career and Technical Education and Work-Based Learning Opportunities

Schertz Cibolo Universal City ISD provides opportunities for students to gain hands-on learning experience alongside industry professionals through thoughtful placement and offering of CTE Practicum and Career Preparation courses. Courses are chosen based upon students' interest inventory, four-year plan, and desired career path. Students are given additional opportunities to learn more about the course offerings for Career and Technical Education while still in 8th grade, prior to development of their 4 year plans, through course expos, endorsement fairs, and on-site visits to the High School in the fall.

In addition to courses offered, students in SCUC ISD CTE courses also have the opportunity to participate in job shadowing and internships through a variety of opportunities, both during the school year and in the summer.   More information about our CTE programs and opportunities can be found here: Career and Technical Education (CTE)

13. Gifted and Talented and Effective School Library Programs

Gifted and Talented: K-12 students are identified for participation in the district G/T program through a systematic data collection and review process. Qualitative and quantitative data are collected through three or more measures, and final selection of students who qualify for services is made by committee decision. Students receive services through differentiation of the core curriculum and pull out services during intervention time weekly (K-6). Secondary students have access to additional differentiated courses to meet academic gifted needs.

Library Services: Every campus library provides a deep and wide variety of products and services in both print and electronic mediums to enhance student learning. All librarians provide instructional lessons and work with teachers to help students build the information and digital literacy skills they need to conduct research and gather information. Additionally, utilizing a Responsive Library Model, access to library resources are available for all students each day the school is open.

SCUC

SCHERTZ - CIBOLO - UNIVERSAL CITY ISD

Comprehensive Needs Assessment
Process and Documents
2023-2024

Comprehensive Needs Assessment in Schertz-Cibolo-Universal City ISD

I. Data Review

The annual Comprehensive Needs Assessment (CNA) process begins in the spring semester prior to development of the District Improvement Plan for the following school year. The process begins with the gathering of data from district, state, and national sources related to SCUC ISD's programs, performance, and assessment results. Included in the 2023-2024 Comprehensive Needs Assessment, the following data sources were reviewed over multiple meetings and with multiple groups of stakeholders:

- TELPAS
- Bilingual/ESL Info (Results Driven Accountability Report)
- TAPR
- Advanced Placement/International Baccalaureate
- College Credit On Ramps and Dual Credit Info
- Gifted and Talented (see Campus G/T Data)
- PSAT (JHS & HS)/NMSQT
- SAT
- Special Populations by Campus
- Discipline Info (Accessing Behavior Data in Panorama)
- DAEP 22-23 Information (9th and 10th graders only)
- Staff Survey Data

- RDA - Significant Disproportionality
- RDA - Accountability Results 2022
- Special Populations by Campus
- Comprehensive Special Education Data
- MAP
- Projected Proficiency Report Winter 22-23
- Fall to Winter 22-23 Student Growth Summary Report
- Parent Survey Data
- Panorama Student Survey Data
- Staff Survey Data
- Professional Development Survey results
- Fine Arts Enrollment

II. Process Steps

Teams of campus and district administrators as well as the District Improvement Committee and a subcommittee of the original Strategic Planning Committee were a part of this work. The following are the steps completed for the Comprehensive Needs Assessment:

2

1. Campus and district teams reviewed data, documented celebrations and areas of concerns, discussed priorities, determined root causes and brainstormed ways to address district goals.
2. A subcommittee of the Strategic Planning Committee reviewed the work and considered alignment of the plans to the original intent of the district's Strategic Plan.
3. The District Improvement Committee then reviewed the same data sources and discussed any additional celebrations, areas of improvement, and ways to address district goals.
4. The Comprehensive Needs Assessment working documents from each of the three stakeholder groups were then used to develop the District Improvement Plan for 2023-2024.

This process took place over three months (March-May 2023), with additional meetings in June and July to finalize the District Improvement draft prior to board approval in July 2023.

III. Documentation

Annual Comprehensive Needs Assessment work is documented in multiple ways, including through the use of meeting agendas, sign in sheets, copies of the working documents, and presentations. Below are the links to this year's (2023-2024 Planning) documentation folders:

Team One Comprehensive Needs Assessment Work
[Meeting Documentation March 28, 2023](#)   [Meeting Documentation April 25, 2023](#)
District Improvement Committee Comprehensive Needs Assessment Work
Meeting Documentation 5/10/2023 (need sign in sheet and notes from Crystal)

Strategic Planning Subcommittee District Improvement Planning Work
[Meeting Documentation 5/4/2023](#)

IV. District Improvement Plan Updates and Review Process

Once the annual District Improvement Plan (DIP) is created, the SCUC ISD School Board reviews and approves the DIP for the coming school year. The plan is reviewed by district and campus staff three times per year: October, January and May. Each review includes the Staff Responsible for Monitoring providing an estimate of the percentage of each strategy's completion as well as a narrative of the evidence of progress at that time.

These formative reviews are then shared with the District Improvement Committee and the Board of Trustees. Additionally, if new data is added to our Comprehensive Needs Assessment that requires an addition to the District Improvement Plan, those are added during the year and become a part of the formative review process.

As part of the DIP process, and in accordance with legal requirements, the District Improvement Plan and Campus Improvement Plans are posted on the district website throughout the year.

SCHERTZ-CIBOLO-UNIVERSAL CITY ISD PARENT AND FAMILY ENGAGEMENT PLAN 2023-2024

Statement of Purpose
SCUC ISD is dedicated to providing a quality education for every student in our district. To accomplish this objective, the district develops and maintains partnerships with parents and families in all aspects of the various local, state, and federal programs offered in SCUC schools. The district believes that establishing and maintaining open lines of communication expands and enhances learning opportunities and creates the best learning environment for every child.

Parent and Family Engagement in Plan Development
The SCUC District Improvement Committee (DIC) is composed of parents, members of the community, teachers, district leaders, and school principals. Those serving on this committee were asked to help design and provide feedback on the District Parent and Family Engagement Plan. In addition, these individuals are involved in the development of the District Improvement Plan each year, which helps guide the work of the district based on our annual needs assessment. Feedback on the draft Parent and Family Engagement Plan is also garnered from our Title 1 Campus Improvement Committees, which consist of teachers, administrators, parents and community members.

Annual Meeting for the Title I Parents and Families
SCUC ISD uses Title I funds to provide services for all students at a campus designated as a Title 1 campus. Title I campuses hold meetings annually to review Title I guidelines and services offered through Title I programming. The campus' Parent and Family Engagement Policy and the campus' Parent-Student Compact are reviewed at the meeting. Parents are encouraged to become involved in revising and updating the policy as necessary. The meetings are held during a variety of times to accommodate parent schedules. Notices of the meetings are provided to parents and families through written invitation and campus notices. Translations are available to help with Non-English speaking parents and families as needed.

Parent-Student Compacts
In accordance with Title I regulations, each SCUC ISD Title I campus has developed and will annually update a Parent-Student Compact. This compact provides information regarding how students, parents and families, and staff share responsibility for promoting student achievement. Parent-Student Compacts will be distributed at parent conferences at the elementary level, if possible. Additionally, it will be made available to parents via the school website and/or via direct email to parents. The compacts are designed so that both the student and his/her parents can sign the compact acknowledging they understand the compact. NOTE: Parents and/or students are not *required* to sign and return the compacts to the school.

Parent and Family Engagement Opportunities
SCUC ISD supports varied ways of parent and family engagement as it strives to develop and maintain an optimum learning environment for all students:
- Translations of improvement plans, parent/family engagement plans, and parent-school compacts are provided for parents.
- Parents and families may contribute through volunteer programs or by serving on committees.
- Parents and families are encouraged to contribute to their child's educational success by creating a supportive home environment.

Approved by District Improvement Committee on 05-10-2023

- Parents and families are invited to participate in parent-teacher conferences.
- Parents and families may participate by attending school meetings (Title I, campus and district planning sessions, student programs, UIL events).
- Parents are surveyed to get their input about school at least annually.
- Parents and families are invited to eat meals with their children at school.
- Parents and families can attend various evening activities at campuses (math night, STEM night, literacy night, dyslexia information night, advanced academics night, etc.)

Building Capacity

SCUC ISD values the partnership of the parents in their children's education. There are many ways parents and families can make significant contributions to student success both at home and by volunteering at the school. Student achievement is the result of effective home-school-community partnerships. Some of the ways our campuses work together with parents include:

- Providing assistance to parents and families in understanding state academic content standards and academic achievement standards, local academic assessments, how to monitor a child's progress, and how to work with educators to improve student achievement.
- Providing materials and training as necessary to help parents and families work with their children to improve achievement.
- Providing education to teachers, principals, and other staff on ways to reach out to, communicate with, and work with parents and families as equal partners at school.
- Providing parent resources that can be accessed by parents and family.
- Providing information to parents and families in an understandable language as needed, including on the district website and through email.

Staff and Parent and Family Communication

Newsletters, teacher notes, conferences, personal contacts, phone calls, websites, emails, written notices, learning management system messages, and social media are used to establish and maintain open lines of communication with parents and families. Timely, consistent, and transparent communication is one of the goals of our Strategic Plan which will be addressed annually for continued improvement.

Coordination of Programs

Parents and families are informed of school activities through various avenues of communication throughout the school year; they will be consulted in the design, development and implementation of the Title I Program at those designated Title I campuses. Parents and families will be invited to participate in workshops and strategic planning as appropriate to ensure our programs reflect the students' and parental needs within the SCUC community.

At the beginning of each year, teachers assist students in the development of learning goals. Students are expected to work toward mastering these goals through study and practice. SCUC ISD recognizes the fact that some students will need modifications, accommodations, and/or extra assistance to maximize student achievement; these will be provided to students through the Title I Program and/or other educational services offered throughout the district or through district contacts.

Evaluation

At least annually, district leaders will review and evaluate parent and student feedback regarding their experience with SCUC ISD. These evaluations will help identify barriers to greater participation by parents/families. The district will revise the district Parent and Family Engagement Policy and redesign strategies, if necessary, for more effective parent and family engagement based on the results of this annual review and with feedback from the District Improvement Committee.

Approved by District Improvement Committee on 05-10-2023

PLAN DE PARTICIPACIÓN DE PADRES Y FAMILIA DE SCHERTZ-CIBOLO-UNIVERSAL CITY ISD
2023-2024

Declaración de Propósito
SCUC ISD se dedica a brindar una educación de calidad para todos los estudiantes de nuestro distrito. Para lograr este objetivo, el distrito desarrolla y mantiene asociaciones con los padres y las familias en todos los aspectos de los diversos programas locales, estatales y federales que se ofrecen en las escuelas de SCUC. El distrito cree que establecer y mantener líneas abiertas de comunicación amplía mejora las oportunidades de aprendizaje y crea un mejor ambiente de aprendizaje para cada niño.

Participación de los Padres y la Familia en el Desarrollo del Plan
El Comité de Mejoramiento del Distrito SCUC (DIC) está compuesto por padres, miembros de la comunidad, maestros, líderes del distrito y directores de escuelas. Se pidió a los que formaban parte de este comité que ayudarán a diseñar y compartir sus opiniones sobre el Plan de Participación de Padres y Familias del Distrito. Además, estas personas están involucradas en el desarrollo del Plan de Mejoramiento del Distrito cada año, lo que ayuda a guiar el trabajo del distrito en base a nuestra evaluación anual de necesidades. Las opiniones sobre el proyecto del Plan de participación de los padres y la familia también se obtienen de nuestros Comités de mejora del campus del Título 1, que consisten en maestros, administradores, padres y miembros de la comunidad.

Reunión Anual de Padres y Familias del Título I
SCUC ISD utiliza fondos del Título I para brindar servicios a todos los estudiantes en un campus designado como campus de Título 1. Los campus de Título I realizan juntas anualmente para revisar las pautas y los servicios del Título I que se ofrecen a través de la programación de Título I. La Política de participación de padres y familias del campus y el Pacto de padres y estudiantes del campus se revisan en la junta. Se alienta a los padres a participar en la revisión y actualización de la política según sea necesario. Las juntas se llevan a cabo durante diferentes horarios para acomodar los horarios de los padres. Los avisos de las juntas se proporcionan a los padres y familias a través de una invitación por escrito y avisos del campus. Las traducciones están disponibles para ayudar a los padres y familias que no hablan inglés según sea necesario.

Pactos de Padres y Estudiantes
De acuerdo con las regulaciones del Título I, cada campus del Título I de SCUC ISD ha desarrollado y actualizará anualmente un Pacto entre padres y estudiantes. Este convenio proporciona información sobre cómo los estudiantes, los padres, las familias y el personal comparten la responsabilidad de promover el rendimiento estudiantil. Los convenios de padres y estudiantes se distribuirán en las conferencias de padres a nivel de primaria, si es posible. Además, estará disponible para los padres a través del sitio web de la escuela y/o por correo electrónico directo a los padres. Los convenios están diseñados para que tanto el estudiante como sus padres puedan firmar el convenio reconociendo que lo entienden. NOTA: No es requerido que los padres y/o estudiantes firmen y regresen el convenio a la escuela.

Oportunidades de Participación de Padres y Familias
SCUC ISD apoya diversas formas de participación de los padres y la familia a medida que se esfuerza por desarrollar y mantener un entorno de aprendizaje óptimo para todos los estudiantes:
- Se proporcionan a los padres traducciones de planes de mejora, planes de participación de padres/familia y pactos entre padres y escuela.

Aprobado por el Comité de Mejoramiento del Distrito el 10-05-2023

- Los padres y las familias pueden contribuir a través de programas de voluntariado o sirviendo en comités.
- Se alienta a los padres y las familias a contribuir al éxito educativo de sus hijos mediante la creación de un entorno hogareño de apoyo.
- Los padres y las familias están invitados a participar en las conferencias de padres y maestros.
- Los padres y las familias pueden participar asistiendo a las juntas escolares (Título I, sesiones de planificación del campus y del distrito, programas estudiantiles, eventos de la UIL).
- Los padres son encuestados para obtener su opinión sobre la escuela al menos una vez al año.
- Los padres y las familias están invitados a comer con sus hijos en la escuela.
- Los padres y las familias pueden asistir a varias actividades nocturnas en los campus (noche de matemáticas, noche STEM, noche de alfabetización, noche de información sobre dislexia, noche académica avanzada, etc.)

Capacidad para Construir
SCUC ISD valora la colaboración de los padres en la educación de sus hijos. Hay muchas maneras en que los padres y las familias pueden contribuir significativamente al éxito de los estudiantes tanto en el hogar como voluntarios en la escuela. El rendimiento estudiantil es el resultado de asociaciones efectivas entre el hogar, la escuela y la comunidad. Algunas de las formas en que nuestros campus trabajan junto con los padres incluyen:
- Brindar asistencia a los padres y las familias para comprender los estándares estatales de contenido académico y los estándares de rendimiento académico, las evaluaciones académicas locales, cómo monitorear el progreso de un niño y cómo trabajar con los educadores para mejorar el rendimiento de los estudiantes.
- Proporcionar materiales y capacitación según sea necesario para ayudar a los padres y las familias a trabajar con sus hijos para mejorar el rendimiento.
- Brindar educación a los maestros, directores y otro personal sobre las formas de llegar, comunicarse y trabajar con los padres y las familias como socios iguales en la escuela.
- Proporcionar recursos para padres a los que pueden acceder los padres y la familia.
- Brindar información a los padres y las familias en un idioma comprensible según sea necesario, incluso en el sitio web del distrito y por correo electrónico.

Comunicación Entre el Personal y los Padres y la Familia
Los boletines, las notas de los maestros, las conferencias, los contactos personales, las llamadas telefónicas, los sitios web, los correos electrónicos, los avisos escritos, los mensajes del sistema de gestión del aprendizaje y las redes sociales se utilizan para establecer y mantener líneas abiertas de comunicación con los padres y las familias.La comunicación oportuna, consistente y transparente es una de las metas de nuestro Plan Estratégico que se abordará anualmente para la mejora continua.

Coordinación de Programas
Los padres y las familias son informados de las actividades escolares a través de varias vías de comunicación durante el año escolar; ellos serán consultados en el diseño, desarrollo e implementación del Programa Título I en esos planteles designados Título I. Se invitará a los padres y las familias a participar en talleres y planificación estratégica según corresponda para garantizar que nuestros programas reflejen las necesidades de los estudiantes y los padres dentro de la comunidad SCUC.

Al comienzo de cada año, los maestros ayudan a los estudiantes en el desarrollo de metas de aprendizaje. Se espera que los estudiantes trabajen para dominar estos objetivos a través del estudio y la práctica. SCUC ISD reconoce el hecho de que algunos estudiantes necesitarán modificaciones, adaptaciones y/o asistencia adicional para maximizar el rendimiento estudiantil; estos se proporcionarán a los estudiantes a través del Programa Título I y/u otros servicios educativos ofrecidos en todo el distrito oa través de contactos del distrito.

Evaluación

Al menos una vez al año, los líderes del distrito revisarán y evaluarán los comentarios de los padres y estudiantes sobre su experiencia con SCUC ISD.Estas evaluaciones ayudarán a identificar las barreras para una mayor participación de los padres/familias. El distrito revisará la Política de participación de los padres y la familia del distrito y rediseñará las estrategias, si es necesario, para una participación más efectiva de los padres y la familia en función de los resultados de esta revisión anual y con los comentarios del Comité de mejora del distrito.

At-Risk Indicators
Responsibility Chart

At-Risk Indicator	At-Risk Description	Who is responsible for completing the at-risk paperwork	Who is responsible for inputting the at-risk information into Itccs?
PK-3 Unsatisfactory Test Score - Current Year	-Is in pre-kindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year	The elementary ELAR and Math Coordinators compile the lists of students to submit to PEIMS.	PEIMS Department
Courses Failed	-Is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester	This information automatically goes into Ascender. Counselors will complete an at-risk profile for new students to the district.	Attendance Clerk, Data Entry Clerk, or Registrar
Retained	-Was not advanced from one grade level to the next for one or more school years; (Note: From 2010-2011 forward, TEC 29.081 (d-1) excludes from this criteria pre-kindergarten or kindergarten students who were not advanced to the next grade level as a result of a documented request by the student's parent.	Counselors will compile a list of retained students at the end of the school year or when a new student registers.	Attendance Clerk, Data Entry Clerk, or Registrar
Unsatisfactory Test Scores Cumulative	-Did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument	This information automatically goes into Itccs. Counselors will complete an at-risk profile for new students to the district.	New Students - Attendance Clerk, Data Entry Clerk, or Registrar
Pregnant and/or Parenting	is pregnant or is a parent	The SCUC Social Worker will complete the at-risk document.	PEIMS Manager
DAEP Placement	-Has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year	The AP or principal will complete the at-risk indicator document at the time of placement.	Attendance Clerk, Data Entry Clerk, or Registrar
Expelled	-Has been expelled in accordance with TEC §37.007 during the preceding or current school year	The AP or principal will complete the at-risk indicator document at the time of expulsion.	Attendance Clerk, Data Entry Clerk, or Registrar
Conditional Release	-Is currently on parole, probation, deferred prosecution, or other conditional release	The AP or principal will complete the at-risk document depending on who receives the information.	Attendance Clerk, Data Entry Clerk, or Registrar

Previous Dropout	-Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;	The counselor will complete the at-risk document if it is not already in the system.	Attendance Clerk, Data Entry Clerk, or Registrar
Limited English Proficiency	-Is a student of limited English proficiency, as defined by TEC §29.052	The campus ESL teacher will complete the at-risk document.	Attendance Clerk, Data Entry Clerk, or Registrar
DFPS Custody/Care or Referral	-Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official	The SCUC Social Worker will complete the at-risk document.	Attendance Clerk, Data Entry Clerk, or Registrar
Homeless	-Is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term "homeless children and youths", and its subsequent amendments	The SCUC Social Worker will complete the at-risk document.	Attendance Clerk, Data Entry Clerk, or Registrar
Residential Placement	-Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home	The AP or counselor will complete the at-risk document depending on who receives the information.	Attendance Clerk, Data Entry Clerk, or Registrar
Incarceration	-Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code	The AP or counselor will complete the at-risk document depending on who receives the information.	Attendance Clerk, Data Entry Clerk, or Registrar
Drop Out Recovery	is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under TEC §39.0548.	Allison Steele Enhanced Learning Center is the only recovery campus within the district. The counselor at that campus will complete the at-risk document.	Campus Counselor
Local Criteria: 4-6 Unsatisfactory Test Score - Current Year	-Is in grade 4, 5 or 6 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year	The elementary/ intermediate ELAR and Math Coordinators compile the lists of students to submit to PEIMS. *The ELAR and Math Coordinators will confirm that not more than 10% of the At Risk population is identified with this criteria.	PEIMS Department

Once a student is coded as At Risk during a school year, they remain coded that way for the rest of the school year. Each year all students will be erased from the At-Risk indicators. The coding process for each year will begin by PEIMS staff running the At-Risk Update Utility that looks at student data to determine the students who should be coded for academic or PEIMS related criteria. The counselors then review who is coded and begin identifying students who need to be coded manually.

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
Provide resources and training for bullying prevention to our campus administrators	Bullying Prevention and Intervention Guidebook	Directors for Elementary and Secondary Education, Campus Principals	Principal & Assistant Principal PLC agendas, Eduphoria records
Provide in-house and the district-wide P3 anonymous reporting app to all students and parents in SCUCISD.	P3 App funding	Directors for Elementary and Secondary Education, Campus Principals	P3 App reports of use, decrease in bullying incidents on campus
Counselors K-12 will provide lessons on bullying prevention through topics such as conflict resolution, problem solving, and healthy relationships both intrapersonal and interpersonal.	In-house lessons and activities for students and staff Collaboration with ESC 20 Collaboration with area counseling team	Director of Counseling, Campus Principals, Campus Counselors	Comprehensive Guidance Program - District and Campus Panorama survey data
Counselors will provide guidance lessons to students in grades 6-12 on proper social media usage by the spring of each year.	In-house lessons and activities for students and staff Collaboration with ESC 20 Collaboration with area counseling team	Director of Counseling, Campus Principals, Campus Counselors	Comprehensive Guidance Program - District and Campus Panorama survey data

Career and College Preparation and Education

Strategies	Resources	Staff Responsible	Evaluation
Students in junior high take career and college readiness class, including career assessments, career research, and graduation requirements instruction	Teachers and instructional materials Major Clarity online CCR platform CCMR Advisors Course Selection Catalog	JH Principals JH Counselors CCR Teachers	Master Schedule PEIMS Reporting (Summer) Successful Course Completion
8th grade student select endorsements and complete 4 year plans Counselors will meet individually with all 8th grade students, and parents will be invited to the meetings.	Major Clarity online resource Local Endorsement Selection Document Course Catalog Four-Year Plan Document w/Instructions	Campus Counselors CCR Teachers	Master Schedule PEIMS Reporting (Summer) Successful Course Completion HB3 Goal Progress Check (3x per year)
HB3 CCMR Goal Setting (JH) - Junior High teams will set annual CCMR goals through August 2024	PSAT 8/9 Major Clarity	Campus counselors JH Administrators	HB3 Goal Monitoring Progress Checks
College night annually held at HS Endorsement annually held at JH Course Expo annually held at HS	Local	Campus counselors CCMR Advisors Teachers	Nights scheduled annually
2 Financial aid nights held annually 4 parent nights regarding course selection, post-secondary planning, graduation (HS) 2 parent nights held annually to help 8th graders prepare for high school	Local Military Recruiters/Staff	Campus counselors CCMR Advisors	Nights scheduled annually
College Connection through ongoing support for application and scholarship applications, and ongoing support	Local college staff from NELV	Campus counselors	Calendar planned annually

Advanced academic programs are offered and parent nights held to inform parents and students of options in advanced academics	Local OnRamps College Board	Campus counselors Advanced Academics Coordinator Advanced Academics Teachers	Information nights scheduled annually
Individual planning meetings with all students in grades 9-12 held annually. Parents will be invited to all 9th grade meetings.	Local, State requirements, Itccs	High School Counselors	All deadlines met Graduation rates Complete registration Endorsement completion
Counselors will provide awareness, research, and planning opportunities, and activities concerning CCMR as grade appropriate annually.	Local	Campus counselors K-12	Comprehensive Guidance Program - District and Campus Panorama survey data CCMR percentage outcomes HB3 Goal Progress Checks (3x per year)
HB3 Goal Progress Monitoring CCMR Plan Development	College Board CTE Certification Data OnRamps Graduation Codes (Transcripts) DoD Record (if available) ACT	Director of Counseling & CCMR Campus Administrators Campus Counselors CCMR Advisors	HB3 Goal Progress Checks (3x per year)
Elementary and Intermediate students will have an opportunity to complete a career assessment in order to learn more about current opportunities.	Major Clarity Jobs in Pawland	Director of Counseling & CCMR	Comprehensive Guidance Program - District and Campus Panorama survey data CCMR percentage outcomes

Child Abuse and Family Violence Prevention

Strategies	Resources	Staff Responsible	Evaluation
All staff will be trained in recognizing and reporting child abuse and family violence at the beginning of the school year Counselors will follow up with refresher training throughout the year.	Online training through Eduhero (3 Modules) In-house presentations	Campus administrators Director of Human Resources Director of Counseling & CCMR	Training records in Eduhero Campus records of attendance
All SCUC ISD staff will follow child abuse reporting requirements and posters with contact information will be posted in both English and Spanish.	GCCAC Child Abuse Prevention/Intervention posters in English and Spanish	All staff	Counselor documentation
In-house curriculum will be developed and approved by the School Board and provided to all SCUC students whose parents opt them in to hearing the information. (SB9)	Locally developed curriculum recommended by SHAC and approved by the School Board.	Director of Counseling & CCMR Campus Principals	Campus documentation

Coordinated Health-SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year and post the notice of the date, hour, place and subject of the meeting in the central administration and each campus building as well as on the district website.	N/A	SHAC Chairperson	Sign in Sheets, Minutes, Agendas

The SHAC shall prepare and maintain minutes of the meetings, including any votes, decisions or other action taken during the meeting.	N/A	SHAC Chairperson	Sign in Sheets, Minutes, Agendas
The SHAC will make an audio or video recording of each meeting and post the minutes and audio/video to the district webpage.	Local technology	SHAC Chairperson	Sign in Sheets, Minutes, Agendas, Web Updates Recorded
The council will provide the SCUC ISD Board an annual report of their activities for the year	N/A	Coordinator for Nursing and Health Services	Board Agenda with Presentation
The majority of the council membership will be parents and the co-chair will be a parent	N/A	Coordinator for Nursing and Health Services	Membership List
The district will obtain written consent from a parent prior to a student being provided with human sexuality instruction. This information will be provided to the parent at least 2 weeks in advance of the instruction regarding human sexuality.	N/A	Campus Principals	Permission Slips, Parent Communication (emails, newsletters, etc.)
Access to view the human sexuality curriculum will be provided upon request by the parent.	N/A	Campus Principals	Responses to requests

Dating Violence and Human Trafficking Awareness

Strategies	Resources	Staff Responsible	Evaluation
Guidance lessons for secondary students are provided regarding dating violence and human trafficking.	Locally developed curriculum recommended by SHAC and approved by the School Board.	Director of Counseling & CCMR Secondary Campus Principals Junior High and High School Counselors	Counselors will provide dates of presentations to Director of Counseling and CCMR
Secondary staff will be trained on the signs and how to respond to student dating violence and human trafficking. Counselors will follow up with refresher training throughout the year.	Online training through Eduhero Locally developed presentation	Campus Administrators Director of Human Resources Director of Counseling & CCMR	Training records in Eduhero Campus attendance records

Dyslexia

Strategies	Resources	Staff Responsible	Evaluation
Provide at least 1 Dyslexia Parent Night annually to provide parents with critical information about dyslexia.	Local Funds	District 504/Dyslexia Coordinator	Progress checks with Reading Specialists; Parent night scheduled and completed; Attendance sheets; parent survey
Utilize research based materials regarding dyslexia to provide instruction based student needs.	Local Funds: Reading By Design and Lexia, Esperanza, Imagine Espanol	Campus Dyslexia Teachers, Bilingual Teachers, Campus Administration, District 504/Dyslexia Coordinators, Director of Special Education	Observations of teachers implementing and working in Dyslexia Meetings, Dyslexia Meeting agendas and sign in sheets

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
SCUCISD will evaluate student achievement in the following programs: Title 1, Bilingual/ESL, Gifted and Talented, Special Education, LEP, Career and Technology Education and students in at-risk categories.	Local	Student and Employee Services Staff, Academic Services Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title 1, Part A campuses will implement the Title I supplemental funds to maximize student learning and achievement.	Title I	Title 1 Campus Principals, Chief Academic Officer, Executive Director of Elementary Education	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR)	N/A	Directors over federal funds, Director of Purchasing, Chief Financial Officer	Budget reports, Annual federal compliance report
The district will meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized support personnel, parents, and community partners regarding Federal Programs planning and improvement of activities supported by Federal ESSA funds.	N/A	Deputy Superintendent, Chief Academic Officer, Executive Director of Elementary Education, Title 1 Campus Principals	Upload of compliance documents including meeting agendas, sign in sheets, and minutes to Title 1 Crate from District Improvement Committee, online survey results, and Public Comments from Public Meeting(s)
The district will coordinate professional development activities authorized under Title II Part A with professional development activities provided through other federal, state, and local programs as well as those being conducted in the community.	Local	Title II Part A Planning Committee: Chief Academic Officer, Director of Curriculum and Professional Development, Executive Directors of Elementary and Secondary Education, Technology staff, Content Coordinators Professional development plans will also be presented and approved by the District Improvement Council.	SCUC will develop coordination meetings with ESC 20 and other local entities; Upload of compliance documents including meeting agendas, sign in sheets, and minutes to Title 1 Crate
The district will coordinate federal, state and local funds in order to meet the Goals and Objectives in the District Improvement Plan. The plan and the use of these funds will be allocated with input from multiple stakeholders, including district and campus staff and the District Improvement Committee. Planned use of ESSA funds will also be shared via the district webpage and at a public meeting in May of the year prior to spending.	N/A	Deputy Superintendent, Chief Academic Officer	District Improvement Plan development documentation through DIC meeting agendas, sign in sheets, and feedback forms. Evidence of sharing ESSA planned spending on district webpage. DIP shows multiple funds being utilized to meet Goals and Objectives.

Recruitment of Highly Effective Teachers

Strategies	Resources	Staff Responsible	Evaluation
SCUC ISD has developed an equity plan to address recruitment of quality Dual Language teachers.	Equity Plan	Director of Human Resources, Bilingual Facilitator	District Pay scale; $1500 stipend outlined in compensation plan for 2023-2024 for Dual Language Teachers, review Equity Plan annually
SCUCISD has developed a plan to recruit for ESL certified teachers for ELA classes.	Waiver available, if necessary	Director of Human Resources, Bilingual Facilitator	ESL certification required for newly hired ELA teachers or willing to obtain within one year for hard to fill positions

SCUC ISD teacher pay scale is regularly compared to like districts to ensure competitive pay.	Teacher Pay Scale	Director of Human Resources	Review of pay scale regularly; TASB Pay System Review

Sexual Assault and Trafficking, Student Maltreatment

Strategies	Resources	Staff Responsible	Evaluation
Guidance lessons for secondary students are provided regarding sexual assault and human trafficking. Parents will complete a Beginning of Year Form with registration to "Opt In" or "Opt Out" of these lessons.	Locally developed curriculum recommended by SHAC and approved by the School Board.	Director of Counseling & CCMR Secondary Campus Principals Junior High and High School Counselors	Counselors will provide dates of presentations to Director of Counseling and CCMR
Secondary staff will be trained on the signs and how to respond to student dating violence and human trafficking. Counselors will follow up with refresher training throughout the year.	Online training through Eduhero Locally developed presentation	Campus Administrators Director of Human Resources Director of Counseling & CCMR	Training records in Eduhero Campus attendance records

State Compensatory Education

Strategies	Resources	Staff Responsible	Evaluation
Campuses will develop plans for State Comp Ed funds to be utilized based on their campus needs. These will be identified in the Campus Improvement Plan and plans with final reports of success will be shared with the Directors of Elementary and Secondary Education.	State Comp Ed Funds	Campus Principals, Executive Directors of Elementary and Secondary Education	Campus Improvement Plans show use of SCE funds and amounts used for each activity; Annual reports of SCE funds from campuses will be turned in each school year to the Directors of Elementary and Secondary Ed.

Student Achievement/Dropout Prevention

Strategies	Resources	Staff Responsible	Evaluation
All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.	Campus counselors, printing costs	Director of Counseling Services, Campus counselors	Plans in place for 8th graders, meetings scheduled; annual individual meetings for review and revisions
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed funds	Student and Academic Services staff, Campus Administration, Campus Counselors, Campus Testing Coordinators, Communities in Schools	State Comp Ed reports, Annual district report to the school board, school board agenda

Suicide Intervention

Strategies	Resources	Staff Responsible	Evaluation
The district suicide prevention, intervention and postvention plans and procedures have been reviewed and revised for the 2023-2024 school year.	District Suicide Prevention, Intervention, and Postvention Plan	Director of Counseling and CCMR	Updated processes will be provided to all administrators and counselors.
All principals, APs, and counselors will receive training on the updated	District Suicide Prevention, Intervention, and Postvention Plan	Director of Counseling and CCMR	Updated processes will be provided to all administrators and counselors.

procedures.			Attendance records
Counselors will provide grade appropriate guidance lessons to students in grades K-12 on self-help and coping skills to improve overall self-concept.	In-house lessons Collaboration with ESC 20 Collaboration with area counseling team	Director of Counseling & CCMR Campus Principals Campus Counselors	Comprehensive Guidance Program - District and Campus Panorama survey data Decrease in reported self-harm and suicidal ideation data provided monthly by school counselors
Elementary counselors will provide guidance lessons to all students in grades K-3 on self-control and emotional regulation by the spring of each year.	Zones of Regulation	Campus Counselors	Comprehensive Guidance Program - District and Campus Panorama survey data Decrease in reported self-harm and suicidal ideation data provided monthly by school counselors
Suicide prevention and intervention required course at the beginning of the year (all staff that work with students)	TEA Approved course	Campus Administrators Director of Human Resources	Upload of completion documents - certificate
Counselors will provide training to all campus staff on the locally developed suicide and self-harm intervention processes.	District Suicide Prevention, Intervention, and Postvention Plan Locally developed presentations	Campus Counselors	Campus attendance records