

Center Independent School District

Center High School

2019-2020 Goals/Performance Objectives/Strategies

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science



Mission Statement

Center ISD recognizes that each student has individual needs and that all students are diverse learners. As a results, the mission of Center ISD is to challenge each student to reach his or her intellectual creative and physical potential by providing a fully integrated curriculum and rigorous instruction. In doing so, Center ISD will provide a nurturing learning environment that empowers all stakeholders to become confident, creative designers of their future and will provide opportunities for collaboration to develop respect for individual differences and community values.

Vision

Center ISD believes in providing a safe and nurturing environment which promotes high academic achievement, whole child development, and a feeling of self-worth through which each student can pursue individual success in life.

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Goals

Goal 1: Improve literacy across all grade levels.





Performance Objective 1: Students in grades 9 and 10 will show at least one year's growth

Evaluation Data Source(s) 1: MAP and Edgenuity reading screeners CBA, state assessment results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Build a foundation of reading and math 1) MAP Reading Assessment of all English 1 and English 2 students	2.4, 2.6	CHS Administrators, Instructors	All students tested by September 2nd 2019				
TEA Priorities Build a foundation of reading and math 2) Implementation of RtI program with intervention provided by Reading Specialists	2.4, 2.5, 2.6	Campus Administrators Dir Secondary Instruction and RtI Reading Specialists	Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS, CBA, MAP and state assessment results				
TEA Priorities Build a foundation of reading and math 3) Six weeks data meetings to review and evaluate the two unit assessment results	2.4, 2.6	CHS Administrators Instructors	Improved academic achievement evident in CBA, MAP and state assessment results				
TEA Priorities Build a foundation of reading and math 4) Reading emphasized campus-wide as evidenced in lesson plans by coding all literacy activities with red font and noted in walkthrough scripting	2.5	CHS Campus Administrators, Academic Coordinators	Improved academic achievement evident in CBA, MAP and state assessment results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Build a foundation of reading and math 5) Reading and writing instruction on weekly rotation will allow students to make deeper connections across the curriculum, receive personalized writing instruction, and dig deeper into reading selections. Students will receive lessons from both RLA instructors in the areas within their RLA specialization	2.4, 2.6	CHS Administration Instructors Special Services	Improved academic achievement evident in CBA, MAP and state assessment results				
TEA Priorities Build a foundation of reading and math 6) Strengthen literacy initiative within CTE Classes through SIOP and reading/writing strategies	2.4, 2.5, 2.6	Campus Administrators Dir of CTE CTE Instructors	Improved academic achievement evident in CBA, MAP and state assessment results				
TEA Priorities Build a foundation of reading and math 7) RLA vertical alignment meetings will be held between campuses every nine weeks to maintain systemic instructional initiatives	2.4	Campus Administrators Dir Secondary Instruction and RtI RLA Instructors ESL coordinator Special Ed Instructor Dir of Special Programs	Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS, CBA, MAP and state assessment results				
TEA Priorities Recruit, support, retain teachers and principals 8) Provide professional development opportunities that support campus goals for student improvement		Campus Administrators Dir Secondary Instruction and RtI Dir of Special Services Dir of Special Programs	Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS CBA, MAP and state assessment results				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue





Goal 1: Improve literacy across all grade levels.

Performance Objective 2: All students will possess a writing portfolio with at least three writing samples that is evaluated using the appropriate state grade-level rubric and contains teacher feedback.

Evaluation Data Source(s) 2: Writing portfolio, state-aligned rubric, CBA, MAP, state assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p>TEA Priorities Build a foundation of reading and math 1) Align writing strategies in English I and II</p>	2.4, 2.6	Campus Administrators RLA Instructors	Improved academic achievement evident in CBA, MAP and state assessment results				
<p>TEA Priorities Build a foundation of reading and math 2) Implementation of RtI program with intervention provided by Writing Instructor</p>	2.4, 2.5, 2.6	Campus Administrators Dir Secondary Instruction and RtI Writing Instructor	Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS, CBA, MAP and state assessment results				
<p>3) Reading and writing instruction on weekly rotation will allow students to make deeper connections across the curriculum, receive personalized writing instruction, and dig deeper into reading selections. Students will receive lessons from both RLA instructors in the areas within their RLA specialization</p>	2.4, 2.6	CHS Administrators Instructors	Improved academic achievement evident in CBA, MAP and state assessment results				
<p>TEA Priorities Build a foundation of reading and math 4) RLA vertical alignment meetings will be held between campuses every nine weeks to maintain systemic instructional initiatives</p>	2.4	Campus Administrators Dir Secondary Instruction and RtI Instructors Dir of Special Programs	Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS CBA, MAP and state assessment results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Recruit, support, retain teachers and principals 5) Provide professional development opportunities that support campus goals for student improvement		Campus Administrators Dir Secondary Instruction and RtI Dir of Special Services Dir of Special Programs	Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS CBA, MAP and state assessment results				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 2: The Academic Achievement of all students in all content areas will increase.


Performance Objective 1: The academic achievement gap will close by 3% as indicated by the Closing the Gap Domain in A-F Accountability


Evaluation Data Source(s) 1: MAP and Edgenuity reading screeners CBA, state assessment results


Summative Evaluation 1:


High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Build a foundation of reading and math 1) Six weeks data meetings to review and evaluate the two unit assessment results	2.4, 2.6	CHS Administration, Instructors	Improved academic achievement evident in CBA, MAP and state assessments results				
TEA Priorities Recruit, support, retain teachers and principals 2) Provide professional development opportunities that support campus goals for student improvement		Campus Administrators Dir Secondary Instruction and RtI Dir of Special Services Dir of Special Programs	Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS, CBA, MAP and state assessment results				
TEA Priorities Build a foundation of reading and math 3) Implementation of RtI program with intervention provided by Reading Specialists and Writing Instructor	2.4, 2.5, 2.6	Campus Administrators Dir Secondary Instruction and RtI Reading Specialist Writing Instructor	Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS, CBA, MAP and state assessment results				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue





Goal 3: Graduates will be post-secondary ready as determined by College, Career, and Military Readiness (CCMR) standards set forth by the Texas Education Agency.

Performance Objective 1: Optimize opportunities for students to earn a point as identified by CCMR standards.

Evaluation Data Source(s) 1: CCMR spreadsheet, PEIMS coding

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Connect high school to career and college 1) Expand exposure to, knowledge of, and participation in non-traditional career opportunities	2.5	Campus Administrators CTE Director CTE Instructors	Increased enrollment in CTE courses				
TEA Priorities Connect high school to career and college 2) Promote completion of CTE coherent sequence of courses		Campus Administrators CTE Director	Increased number of earned endorsements and certifications				
TEA Priorities Connect high school to career and college 3) Promote military option(s) knowledge via ASVAB assessment and recruiter visits		Campus Administrators Counselors	Increased military enlistment				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


Goal 3: Graduates will be post-secondary ready as determined by College, Career, and Military Readiness (CCMR) standards set forth by the Texas Education Agency.

Performance Objective 2: Increase the CCMR indicator to 65% or more


Evaluation Data Source(s) 2: CCMR spreadsheet, PEIMS coding

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Connect high school to career and college 1) Increase dual credit course offerings; TSI, ACT, and SAT attempts.	2.5	Campus Administrators Counselors	Increased participation counts				
TEA Priorities Connect high school to career and college 2) Audit of CCMR documentation to maximized state reporting	2.4	Campus Administrators Dir of Secondary Instruction and RtI Counselors PEIMS Coordinator	Increased CCMR score				
TEA Priorities Connect high school to career and college 3) Maintain the CCMR summary spreadsheet with all students in the class of 2020 cohort and similar sheet for each subsequent cohort.	2.4	Campus Administrators CHS Counselor Dir of Secondary Instruction and RtI	Up to date CCMR data				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 4: Promote the engagement of parents and community members to build strong relationships.

Performance Objective 1: Inform parents and the community of school progress and successes

Evaluation Data Source(s) 1: Quarterly reports, views

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Produce a quarterly communication that will be posted on the campus website and with local news affiliates	3.2	Campus Administrators Dir of Secondary Instruction and RtI	Increased parent and community engagement				
2) Utilize social media platforms including District/Campus App	3.2	Campus Administrator Dir of Secondary Instruction and RtI Journalism Instructor	Increased parent and community engagement				
3) Provide parents a quarterly "Parental and Family Engagement" newsletter on the campus web page in English, Spanish, and Vietnamese		Campus Administrators Director of Special Programs	Increased parent engagement specifically for EL students				
							


Goal 4: Promote the engagement of parents and community members to build strong relationships.

Performance Objective 2: Partner with parents in the educational success of their students


Evaluation Data Source(s) 2: Calendar, Sign-In sheets

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Host the annual Meet the Teacher	3.2	Campus Administrator Instructors	Increased parent engagement Improved student performance				
2) Host fall and spring parent nights	3.2	Campus Administrators Instructors	Increased parent engagement Improved student performance				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 5: Establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students

Performance Objective 1: Address the mental and emotional health of students.


Evaluation Data Source(s) 1: The creation of campus character development plans that is reported to the Board of Trustee in October/November meeting

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) The campus at-risk counselor will develop identification and methodology to help students with emotional/mental health needs	2.6	Campus Administrators At-Risk Counselor	Reduced discipline incidents Increased attendance Increased extra-curricular participation				
2) Character development and counseling programs conducted through groups meetings during flex lunch	2.6	Campus Administrators At-Risk Counselor	Reduced discipline incidents Increased extra-curricular participation				
3) Extra-curricular programs will teach team concepts, hard work, and personal development	2.6	Campus Administrator Athletic Director Program Coordinators	Reduced discipline incidents Increased extra-curricular participation				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 5: Establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students

Performance Objective 2: Ensure campus safety


Evaluation Data Source(s) 2: The annual review, updating, and application of the District Emergency Plan

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Develop and secure emergency procedures for the security of all students, faculty, and staff		Campus Administrators Superintendent District Police County/State Emergency Departments	Reduced number of safety incidents				
2) Provide safety training to students, faculty, and staff		Campus Administrators Superintendent District Police County/State Emergency Departments	Reduced number of safety incidents				
3) Conduct required safety drills		Campus Administrators Superintendent District Police County/State Emergency Departments	Reduced number of safety incidents				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 5: Establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students

Performance Objective 3: School spirit and Rough Rider pride will be showcased in our facilities, staff, and student body. Extra-Curricular programs will teach team concepts, hard work, and personal development.

Evaluation Data Source(s) 3: Activity attendance documented through ticket sales and sign in sheets

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Foster and promote the Roughrider brand on campus and in the community by promoting our programs in the media. As well as by encouraging attendance to all of our parent functions and extracurricular activities		Administration Faculty Staff Students	Increased showcased spirit and pride for CISD				
							

Goal 5: Establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students

Performance Objective 4: Provided Pregnancy Related Services (PRS) plan to serve prenatal and postpartum students to help pregnant students adjust academically, mentally, and physically and stay in school.

Evaluation Data Source(s) 4: PEIMS data such as Student Attendance
PRS Program Student Files

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Compensatory Education Home Instruction (CEHI) for the regular education student provided by a certified teacher	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor	Lower drop out rate Higher completion rate				
2) Individual counseling, peer counseling/support group, and self-help programs	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor	Lower drop out rate Higher completion rate				
3) Transportation for children of students to/from the campus or childcare center	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor	Lower drop out rate Higher completion rate				
4) Transportation for students to/from home, campus, (if student meets CISD transportation guidelines)	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor	Lower drop out rate Higher completion rate				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
5) Instruction related to child development, parenting, and home and family living	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor	Lower drop out rate Higher completion rate				
6) Assistance in obtaining available services from government agencies or community service organizations, including prenatal and postnatal health and nutrition programs	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor	Lower drop out rate Higher completion rate				
