

Center Independent School District

District Improvement Plan

2018-2019



Mission Statement

Center ISD recognizes that each student has individual needs and that all students are diverse learners. As a result, 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.

Core Beliefs

WE BELIEVE that with the proper instruction and support, all students will meet or exceed learning expectations.

WE BELIEVE adult learning is a lifelong commitment essential to student success.

WE BELIEVE diversity should be respected, appreciated, and valued in order to strengthen learning for all.

WE BELIEVE everyone is accountable and responsible for the success of every student.

WE BELIEVE active leadership is essential and everyone's responsibility.

WE BELIEVE meaningful change will be necessary to ensure all students succeed.

WE BELIEVE all parts of a system must work together for our vision to become a reality.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Center ISD is a diverse PK-12 public education school located in the heart of the Piney Woods of East Texas with a student body consisting of 43.4% Hispanic, 32.1% Caucasian, 20.3% African American, 2.4% Asian population with less than 1% of Pacific Island American Indian and two or more races. Located at the geographical center of Shelby County, Center is the county seat and the largest school district in the county. Rated a Conference 4A district in UIL athletic and academic competition with 5 campuses and over 2600 students in the 2018 school year.

Center Texas is a traditional East Texas town annually hosting pageants, festivals, and Little League series. Parents and community members support the school through self and student participation. Constituents attend academic and sporting events as well as volunteer their time for reading and math programs. Many instructional activities overlap with local events as well as student participation and success with the local newspaper, Steven F Austin, Panola, and Kilgore colleges, and state extracurricular programs.

Demographics Strengths

Center ISD's vision is to provide 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. Our Mission is to recognize that each student has individual needs and that all students are multicultural, diverse learners. As a result, 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. Memorandums of understanding with three area colleges give students and staff vast opportunity to excel their learning opportunities while participation and partnerships with area businesses support these endeavors.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Improve academic progress in literacy by one or more grade level for each student. **Root Cause:** Weak phonemic and phonological awareness.

Student Academic Achievement

Student Academic Achievement Summary

Center ISD achieved a performance rating of C for the 2018 school year. School Progress which is student performance over time (growth) and how that compares to similar schools, is our greatest strength in with a score of 74%. All of our testing campuses achieved a MET standard.

Student Academic Achievement Strengths

CISD has placed a priority on Response to Intervention for all students in all grades with screening, diagnostic and intervention systems district-wide. Local, state and federal funds are appropriated for the RtI program improvement each year with an emphasis on literacy.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Critical Success Factor(s) data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals



Goal 1: Emphasize, sustain, and improve upon systemic instructional initiatives in literacy.



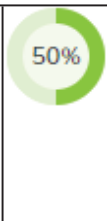
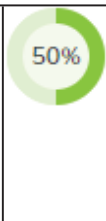


Performance Objective 1: Individual students will make academic progress in reading by one year or more in an effort to be performing at grade level by the end of the 3rd-grade year.

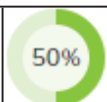
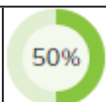
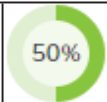
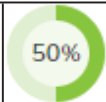
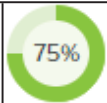
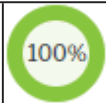
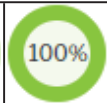
Evaluation Data Source(s) 1: Improved student performance as evidenced in CBA, blind and STAAR assessments.










Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p>PBMAS TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2</p> <p>1) Grades K-12 will continue reading assessments to systemically monitor student reading levels and progress with a focus on targeted populations.</p>	2.4, 2.6	Campus Administrators, Academic Coordinators, Instructors, Director of Instruction and RtI Director of Special Services Director of Special Programs	Individual student growth as documented by screening and diagnostic assessment and intervention program progress monitoring data.				
Funding Sources: 410 State Textbook Fund - 108238.32							

<p align="center">PBMAS TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2</p> <p>2) The District will continue with current reading and phonics programs and increase in low support areas. Programs such as:</p> <ul style="list-style-type: none"> - iStation at FLM, CES and CIS - Learning A to Z at CES - Johnny Can Spell at FLM, CES and CIS - Writing Academy at CIS and CMS - iRead at CES - Systems 44 at CIS and CMS - Read 180 at CMS and CHS <p>and level libraries for guided and independent reading to improve reading and writing skills</p>	2.6	Campus Administrators Director of Instruction and RtI Director of Special Programs Director of Special Education	Increased student success in literacy by one or more grade level by EOY.				
<p>Funding Sources: 410 State Textbook Fund - 27000.00, 224- IDEA - 0.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) The District will continue Edgenuity at RRA, CHS and CMS in order to close achievement gaps. MAP diagnostic and screening software will be purchased to integrate assessment data into MyPath Intervention within Edgenuity. Programs will be monitored by instructors through RtI.</p>	2.4, 2.6	Director of Special Programs, Dir of Instruction and RtI, Campus Administrators, Instructional Staff	Program evaluation, data reports generated from the Edgenuity and MAP program to document student progress and re-evaluation.				
<p>Funding Sources: 270 ESEA, Title VI Pt. B, Rural & Low-Income Schoo - 41666.67, 410 State Textbook Fund - 27000.00</p>							
<p align="center">PBMAS TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) Campus Administrators, Academic Coordinators and/or Director of Instruction and RtI will meet regularly with instructional staff to review assessment data, student learning targets in order to prepare unit planning designs, learner-centered instructional strategies and intervention. Improvement plans will be documented through Plan4Learning.</p>	2.4, 2.6	Campus Administrators, Academic Coordinators, Career and Technology Director, Director of Instruction and RtI	Targeted instruction based on student data as evidenced in assessment data, walkthroughs, and PLCs.				
<p>Funding Sources: 270 ESEA, Title VI Pt. B, Rural & Low-Income Schoo - 3000.00</p>							

<p align="center">PBMAS TEA Priorities</p> <p align="center">Build a foundation of reading and math</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>5) CISD will make available and offer professional development to instructional staff and support staff to increase reading achievement for all students with an emphasis on targeted sub-populations. The District will provide opportunities for teachers to attend literacy training and instructional technology training.</p>	2.4, 2.6	Campus Administrators, Academic Coordinators, Director of Instruction and RtI Director of Special Populations Director of Special Services Instructors	Records of attendance, intervention plans, student achievement data on local and assessments. Teacher reflections on training and conferences as to how experience will positively impact classroom practice. Evidence cited on walkthroughs of improved classroom instruction.				
Funding Sources: 199 Staff Development - 40000.00, 211 ESEA, Title 1 Pt. A Improving Basic Programs - 3167.00							
<p align="center">Critical Success Factors CSF 1</p> <p>6) CISD will support instruction through the purchase of supplies and materials to meet reading and writing protocols in order to increase achievement for all students with an emphasis on targeted sub-populations.</p>	2.6	Campus Administrators, Academic Coordinators, Career and Technology Director, Director of Instruction and RtI	Walkthrough data showing increased student engagement.				
Funding Sources: 199 Supplies & Materials - 10000.00							
<p align="center">Critical Success Factors CSF 5</p> <p>7) CISD Campus Administrators will continue to provide opportunities for parents to be partners in their students' learning. Parent conferences, informational parent nights, and family and community involvement meetings will be conducted each semester that will inform as well as encourage and provide ideas and strategies for activities in the home.</p>	3.1, 3.2	Campus Administrators, Academic Coordinators, Digital/Online Learning Coordinator	Increased parental involvement in school activities as evidenced by sign in sheets. Documentation of Individual Parent conferences				

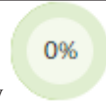
<p align="center">PBMAS TEA Priorities</p> <p align="center">Build a foundation of reading and math</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>8) Director of Special Education, Director of Special Programs and Campus Administrators will conduct walkthroughs to monitor the implementation of research-based instructional practices to improve instruction for all students with an emphasis on sub-populations.</p>	2.6	Director of Special Education, Director of Special Programs, Campus Administrators	Walkthrough Data				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>9) CISD GT teachers will attend training to learn strategies to extend student learning and to develop critical, creative and reflective thinking.</p>	2.5	Director of Special Programs, Campus Administrators, GT Teachers	GT Lesson Plans Student Products				
Funding Sources: 199 Staff Development - 3600.00							
<p align="center">Equity Plan Strategy</p> <p align="center">Critical Success Factors CSF 7</p> <p>10) CISD will continue to recruit and retain highly qualified teachers and paraprofessionals including bilingual by attending job fairs and the utilization of the Human Resources Web page. The District will also provide funds to assist teachers in acquiring certifications (i.e. ESL) to attain highly qualified status.</p>	2.4	Campus Administrators, Human Resources Director, Director of Special Programs Director of Finance	Reduced turnover and reduction in alternative certification plans.				
Funding Sources: 255, ESEA Title II, Part A-Teacher & Principal Tra - 56196.00, 199 Professional Services - 2275.00							
<p align="center">Critical Success Factors CSF 1</p> <p>11) CISD will provide reading brochures to parents on the importance of reading and free books at the elementary levels to increase reading in the home.</p>	2.6	Campus Administrators Director of Instruction and RtI	Increase reading scores by MOY				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>12) Vertical alignment meetings will be held with ELAR between campuses each semester to maintain systemic instructional initiatives.</p>	2.4, 2.6	Director of Instruction and RtI Director of Special Programs Director of Special Ed. Principals Instructional Coaches	Improvement in Unit assessment data and STAAR data.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue





Goal 1: Emphasize, sustain, and improve upon systemic instructional initiatives in literacy.

Performance Objective 2: In grades K-10, student writing samples will show improvement in grades K-3, 5, 6, 8, and STAAR writing compositions in grades 4, 7, English I and II.

Evaluation Data Source(s) 2: Improved student performance as evidenced in CBA, blind and STAAR assessments.

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p>Critical Success Factors CSF 1</p> <p>1) CISD will continue to provide support for the systemic implementation of writing strategies to improve writing for all students with an emphasis on targeted sub-populations. S.W. # 2 and 9</p>	2.4, 2.6	Campus Administrators, Instructional Coaches, Director of Instruction and RtI, Instructors	Improved writing products as documented by TELPAS results, state assessments, and writing portfolios.				
Funding Sources: 199 Professional Services - 2735.00, 211 ESEA, Title 1 Pt. A Improving Basic Programs - 2375.00							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) CISD administrators will support district writing protocols including the use of student writing folder/notebook that encompasses student writing products from all content areas, to monitor student progress and increase Advanced ratings on TELPAS.</p>	2.4, 2.6	Campus Administrators, Instructional Coaches, Instructional Staff, Director of Special Programs, Director of Instruction and RtI	Student folder/notebook feedback, TELPAS results				

<p>3) The District will continue with current writing programs such as:</p> <ul style="list-style-type: none"> - Lucy Calkin at FLM, CES and CIS - Johnny Can Spell at CES and CIS - Writing Academy at CIS and CMS - iRead at CES - Cornerstone writing samples to improve writing skills <p>FLM and CES will pilot Lucy Calkin's writing curriculum to ensure consistency and accuracy of writing instruction in order to improve writing instruction.</p>	2.4, 2.6	Instructional Coaches, Campus Administrators	Writing scores will improve plan.			
<p>Funding Sources: 410 State Textbook Fund - 9082.00</p>						
<p>Critical Success Factors CSF 7</p> <p>4) CISD will provide opportunities for professional development to instructional staff and support staff to increase Writing achievement for all students with an emphasis on targeted sub-populations. S.W. # 2, 4 and 9.</p>	2.6	Campus Administrators, Instructional Coaches, Instructors, Director of Instruction and RtI	Records of attendance, intervention plans, student achievement data on local and assessments. Teacher reflections on training and conferences as to how experience will positively impact classroom practice. Evidence cited on walkthroughs of improved classroom instruction.			
<p>Funding Sources: 199 Staff Development - 4000.00</p>						
<p>Critical Success Factors CSF 1</p> <p>5) CISD will continue to support instruction through the purchase of supplies and materials to increase Writing achievement for all students with an emphasis on targeted sub-populations. S.W. # 2, 4 and 9.</p>	2.6	Campus Administrators, Director of Special Programs, Director of Instruction and RtI, Career and Technology Director, Instructional Coaches,	Walkthrough data showing increased student engagement.			
<p>Funding Sources: 199 Supplies & Materials - 10000.00</p>						
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Goal 1: Emphasize, sustain, and improve upon systemic instructional initiatives in literacy.

Performance Objective 3: The academic achievement gap among student groups will narrow by 10% as indicated by local unit assessment data, STAAR exams, or Domain III of the state accountability system.

Evaluation Data Source(s) 3: Improved student performance as evidenced in CBA, blind and STAAR assessments.

Summative Evaluation 3:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
Critical Success Factors CSF 1 1) CISD will continue to support instruction through the purchase of supplies and materials to increase Mathematics, Science and Social Studies achievement for all students with an emphasis on targeted sub-populations. S.W. # 2, 4 and 9.	2.6	Director of Instruction and RtI, Campus Administrators, Instructional Coaches, Career and Technology Director	Walkthrough data showing increased student engagement.				
	Funding Sources: 199 Supplies & Materials - 8000.00						
2) CISD will continue to provide stipends in the areas of math, science, and foreign language for secondary teachers and bilingual teachers at the elementary level to improve achievement of all students with a an emphasis on targeted sub-populations. S.W. # 5	2.4, 2.6	Campus Administrators, Human Resource Director, Director of Special Programs, Director of Finance	PR1500 Equity Plan				
	Funding Sources: 255-ESEA, Title II, Part A-Teacher & Principal Tra - 52996.00						

<p>Critical Success Factors CSF 1</p> <p>3) CISD will continue to purchase programs and apps that support Math, Science and Social Studies in the classroom i.e. STEMScopes, Education Galaxy, Scholastic News, Social Studies Weekly, Pebble Go, Do the Math</p>	2.4, 2.6	Director of Instruction and RtI, Digital Online/Learning Coordinator, Technology Director, Instructional Coaches, Campus Administrators	Increased use of technology to support math and science in the classroom as evidenced through walk-through data.				
<p>Funding Sources: 410 State Textbook Fund - 12000.00</p>							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) All campuses will incorporate time during the school day to provide accelerated instruction for at-risk students through the RtI program with an emphasis on targeted sub-populations.</p>	2.6	Campus Administrators Director of Instruction and RtI	Individual student growth as reflected in Unit Assessments, STAAR, Portfolios, literacy diagnostic assessment.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Vertical alignment meetings will be held between campuses every semester to maintain systemic instructional initiatives in Math, Science & Social Studies.</p>	2.4	Campus Administrators, Academic Coordinators, Director of Instruction and RtI, Director of Special Programs, Director of Special Ed.	Improvement in Unit assessment and STAAR data.				
<p>Critical Success Factors CSF 1</p> <p>6) CES and CMS will continue the Do the Math program for at-risk students to improve math instruction and ensure academic success for students.</p>	2.6	Campus Administrators Academic Coordinators	Individual student growth as reflected in Unit Assessments, STAAR, math diagnostic assessment.				

= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 1: Emphasize, sustain, and improve upon systemic instructional initiatives in literacy.

Performance Objective 4: CISD will increase the performance target from Approaches to Meets for all students and all assessments

Evaluation Data Source(s) 4: Data disaggregation and planning based on the results to target areas of need

Summative Evaluation 4:

Targeted Element

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
PBMAS TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 CSF 3 1) Improve the review, understanding, evaluation and application of Closing the Gaps domain data		Director of Instruction and RtI Campus Administrators Instructional Staff Students	Improved understanding, evaluation and application of data for student growth				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Emphasize, sustain, and improve upon systemic instructional initiatives in literacy.

Performance Objective 5: Professional development and collaboration of campus-level staff in use, application, and monitoring PGP and PEIMS coding

Evaluation Data Source(s) 5: PEIMS coding

Summative Evaluation 5:

Targeted Element

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
PBMAS Critical Success Factors CSF 2 1) Audit, professional development and correction of PEIMS coding procedures		Director of Instruction and RtI PEIMS Coordinator Campus Administration	Quality PEIMS coding				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: CISD will establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students showcasing the spirit and RoughRider Pride throughout our facilities, with our staff, faculty and student body.











Performance Objective 1: Address the mental and emotional health of students through character development and counseling programs. Extra-curricular programs will teach team concepts, hard work, and personal development.

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:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p>Critical Success Factors CSF 6</p> <p>1) CISD will provide training through EduHero for all staff for</p> <ul style="list-style-type: none"> - Child Abuse Awareness and Responsibilities - Classroom Conflict - Suicide Awareness - Bullying and Cyberbullying - Teen Dating Violence - Drug and Alcohol prevention - Sexual Harassment 		Campus Administrators, Director of Instruction and RtI Director of Special Programs,	eTraining Certificates				
Funding Sources: 204 ESEA, Title IV, Part A-Safe & Drug Free School - 3167.00							
<p>Critical Success Factors CSF 6</p> <p>2) CISD Mental Health counselors will work with administrator and instructors in the development and promotion of the character development plan.</p>		Campus Administrators MH Counselors	Character Development Plan				
<p>Critical Success Factors CSF 1</p> <p>3) The Special Services Department will provide a continuum of services for disciplinary-behavioral student needs.</p>		Director of Special Services, Special Services Personnel	Exiting documentation from BMC.				

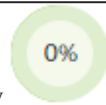
<p>Critical Success Factors CSF 6</p> <p>4) CISD will publicize and communicate the District's 'bullying' prevention measures to all stakeholders through various school and community media and via the district website.</p>		<p>Campus Administrators, Director of Special Services, Campus Counselors, ESC Personnel</p>	<p>Training documentation.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) CISD Administrative Staff will support the School Health Advisory Council (SHAC) to coordinate school health programs at the campus and district level.</p>		<p>Campus Counselors, Campus Administrators,</p>	<p>Documentation of Meetings</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>6) Director of Special Services and Director of Special Programs will provide Special Program Training to CISD bilingual personnel to increase meaningful parental involvement in ARDS, LPACs, and other parent meetings and parent conferences.</p>		<p>Director of Special Services, Director Special Programs, Special Education Counselors and Staff</p>	<p>Increased parent attendance at ARDs and other Parent meetings' sign in sheets.</p>				
<p>Critical Success Factors CSF 5</p> <p>7) CISD will provide transition information annually to secondary students and their parents.</p>		<p>Director of Special Services, Special Education Instructional Staff</p>	<p>Informational Meetings, Agendas and Sign in Sheets.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>8) CISD will continue the developing of aligning the organization and focus of extracurricular programs in grades 6-12.</p>	<p>3.1</p>	<p>MS and HS Campus Administrators Athletic Director</p>	<p>Increased student participation in extracurricular activities.</p>				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: CISD will establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students showcasing the spirit and RoughRider Pride throughout our facilities, with our staff, faculty and student body.

Performance Objective 2: Campuses will develop and secure emergency procedures for the security of all students, faculty and staff.

Evaluation Data Source(s) 2: The annual review, updating, and application of the District Emergency with each campus receiving training.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p>Critical Success Factors CSF 6</p> <p>1) CISD Campus Administrators will review and revise the crisis management plan at each campus and communicate the District's emergency operation procedures with all stakeholders.</p>		Central Office Staff, Campus Administrators, CISD Security Staff	Updated plans Board presentation Drill documentation				
<p>Critical Success Factors CSF 6</p> <p>2) CISD will improve facilities to provide a safe and functional environment for faculty, staff and students</p>		Superintendent, Directors, Campus Administration	Campus facility improvements Board presentation				
<p>Critical Success Factors CSF 6</p> <p>3) CISD will provide opportunities for staff to attend training and conferences to support all special programs, school climate and safety, and parental involvement.</p>		Campus Administrators School Safety Personnel, Director of Special Programs Director of Instruction and RtI	Documentation of professional development attendance				
<p>Funding Sources: 199 Staff Development - 2000.00</p>							
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							







Goal 2: CISD will establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students showcasing the spirit and RoughRider Pride throughout our facilities, with our staff, faculty and student body.

Performance Objective 3: Continue 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) 3: PEIMS data such as student attendance. PRS program student files

Summative Evaluation 3:

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	Student continued attendance and ultimately graduation				
2) Individual counseling, peer counseling/support group, and self-help programs	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor	Student continued attendance and ultimately graduation				
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	Student continued attendance and ultimately graduation				
4) Transportation for students to/from home, campus, (if the student meets CISD transportation guidelines)	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor	Student continued attendance and ultimately graduation				
5) Instruction related to child development, parenting, and home and family living	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor	Student continued attendance and ultimately graduation				

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	Student continued attendance and ultimately graduation				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: CISD will work with all stakeholders to promote community and parent involvement across the district.

Performance Objective 1: CISD will partner with parents in the educational success of their students.

Evaluation Data Source(s) 1: Increased participation in campus open house and PTO organizations.

Summative Evaluation 1:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
Critical Success Factors CSF 6 1) CISD will increase the number of opportunities with Open House in Fall and the Spring.	3.1	Campus Administrators	Increased parent participation documented through sign in documents.				
<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>							

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	1	Grades K-12 will continue reading assessments to systemically monitor student reading levels and progress with a focus on targeted populations.
1	1	2	The District will continue with current reading and phonics programs and increase in low support areas. Programs such as: - iStation at FLM, CES and CIS - Learning A to Z at CES - Johnny Can Spell at FLM, CES and CIS - Writing Academy at CIS and CMS - iRead at CES - Systems 44 at CIS and CMS - Read 180 at CMS and CHS and level libraries for guided and independent reading to improve reading and writing skills
1	1	4	Campus Administrators, Academic Coordinators and/or Director of Instruction and RtI will meet regularly with instructional staff to review assessment data, student learning targets in order to prepare unit planning designs, learner-centered instructional strategies and intervention. Improvement plans will be documented through Plan4Learning.
1	1	5	CISD will make available and offer professional development to instructional staff and support staff to increase reading achievement for all students with an emphasis on targeted sub-populations. The District will provide opportunities for teachers to attend literacy training and instructional technology training.
1	1	8	Director of Special Education, Director of Special Programs and Campus Administrators will conduct walkthroughs to monitor the implementation of research-based instructional practices to improve instruction for all students with an emphasis on sub-populations.
1	4	1	Improve the review, understanding, evaluation and application of Closing the Gaps domain data
1	5	1	Audit, professional development and correction of PEIMS coding procedures